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A HISTORY OF THE NORFOLK ACADEMY

Submitted by

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in partial fulfillment of requirements

for the degree of Master of Education

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PREFACE

In presenting this account of the growth and history of an independent school, the attempt has been made to include in one place all of the information which has become available. Undoubtedly further research in other early newspapers of the day would bring other references to light.

This history traces the progress of the Norfolk Academy from its inception in 1728 to the War Between the States, in as much detail as possible. To complete the picture it must be said that after the Civil War, the Academy was one of the first institutions to re-open its doors. It enjoyed a very prosperous period from that time until the First World War considering the vicissitudes of the Reconstruction in the South. By 1914, the old Academy building on Bank and Charlotte Streets had outgrown its usefulness and the Board of Trustees decided to suspend operations until a more suitable location could be purchased.

In 1924, a tract of land on the outskirts of the city was purchased and the present Academy building was constructed. For a few years the school enjoyed success and then again, following the economic pattern of the depression, it was forced to close. During the Second World War, it served as a Naval Training School. In 1947, the popular demand was great enough to warrant re-opening as a Country Day School and the Academy has entered again upon a period of anticipated enduring success and service.

HISTORY OF NORFOLK ACADEMY

The earliest known record of the establishment of a school in the Borough of Norfolk is contained in an indenture made in November, 1728. Prior to that time it is possible that one or more "Old Field Schools" existed in the area. As the name implies, these were schools set up in abandoned old fields and were popular during the seventeenth century. At best the education offered in this type of school was haphazard and irregular. In most instances these schools were presided over by itinerant, inexperienced teachers or indentured servants from the mother country, and were attended by the sons of those families whose financial backgrounds were such that private tutors could not be afforded nor could the sons be sent to England for their education.

The Earliest Schools in Virginia

The "East Indy School" was the first attempt to establish a school in this country. In 1621 the Virginia Company of London decreed that a school be established on the James River at Charles City. In that first decree "it was thought fitt that this, as a Collegiate or free school, should have dependence upon the Colledge in Virginia wch should be capable to receaue Schollers from the schoole into such Schollerships and fellowships of said Colledge shall be endowed withall for the advancement of schollers as they arise by degrees and deserts in learninge".¹

1 Neill: "History of the Virginia Company of London." pp. 251-257

One thousand acres were set aside for the "East Indy School" and an overseer and five other persons were provided to manage the estate. Unfortunately these hopeful beginnings for a school were ruined by the Indian massacre of 1622 in which more than three hundred colonists were killed and which resulted in the fall of the Virginia Company in 1624. Other early attempts to establish organized schools in this section of Virginia were made by Benjamin Syms and Thomas Eaton. In 1634 or 1635, Benjamin Syms left two hundred acres of land and a herd of milch cows to found a free school in Elizabeth County. He was the first emigrant Englishman to bequeath an educational endowment patterned after the English philanthropists before him. The land he left was located on the Poquoson, a small river flowing into the Chesapeake Bay a mile or less below the mouth of the York River. This school was intended for the instruction of the children of the parishes of Elizabeth City and Kiquotan. The Virginia Assembly passed an act confirming the grant in March, 1643.

Thomas Eaton, previous to 1646, endowed another school in the same area with two hundred and fifty acres of land. This grant received legislative sanction in 1730. Later these two endowments were consolidated and the income is now devoted to the support of the Hampton High School.

Colet's School at Saint Paul's in London

Just as Syms patterned his philanthropic endeavors after his English forebears, it is safe to assume that the earliest organized educational endeavors were so patterned. During the early part of the reign



of Henry the Eighth in England, Colet had founded a school in London. John Colet was Dean of Saint Paul's and sometime between 1508 and 1512 he erected buildings in the Saint Paul's churchyard and endowed a school from his own fortune. The school statutes which he devised are significant to this study because of their influence upon the earliest schools and the later academies.

Colet decreed: "There shall be taught in the scole Children of all nacions and countres indifferently to the Noumber of a cliij accordyng to the noumber of the Setys in the scole. The mayster shal reherse these artycles to them that offer theyr chyl dren, on this wyse here follownge.

"If your chylde can rede and wryte latyn and englisshe sufficiently, soo that he be able to rede and wryte his owne lessons, then he shal be admytted into the schole for a scholer.

"If your chylde after reasonable season proued be founde here unapte and unable to lernynge, than ye warned thereof shal take hym awaye, that he occupye not here rowme in vayne.

"If he be apte to lerne, ye shal be content that he contynue here tyl he haue some competent literature.

"If he be absent VI dayes and in that mean season ye shewe not reasonable (reasonable cause is al onely sekeness) than his rowme to be voyde, without he be admytted agayne and paye i.i.i.j.d.

"Also after cause shewed yf he contyue so absent tyl theweke of admyssion in the nexte quarter & then ye shewe not the contynuance of his sekeness, than this rowme to be voyde and he none of the schole, tyle he be admytted agayne & paie iiii.d. for wrytinge of his name.

"Also yf he fall thryse into absence, he shall be admytted no more.

"Your chylde shal on childermasse daie wayte upon the bysshop at Poules and offer there.

"Aslo ye shal fynde hym waxe in wyntor.

"Also ye shal fynde hym convenient bokes to his lernynge.

"If the offerer be content with these artycles, than let his chylde be admytted."

"What shalbe Taught."

"As towching in this scole what shalbe taught of the Maisters and lernyd of the scholars it passith my wit to devyse and detyrmyn in particular but in generall to speke and sum what to saye my mynde, I wolde they were taught all way in good litterature both laten and greke, and goode auctors suych as haue the veray Romaine eliquence joyned withe wysdome with clene and chast laten other in verse or in prose, for my entent is by thys scole specially to increase knowledge and worshipping of god and oure lorde Crist jesu and good Cristen lyff and maners in the Children And for that entent I will the Chyldren lerne ffirst aboue all the Cathechyson in Englysh and after the accidence that I made or sum other yf eny be better to the purpose to induce chyldren more spedely to laten spech And thanne Institutem Christiani homines which that lernyd Erasmus made at my request and the boke call Copia of the same Erasmus And thenne other auctors Christian as lactancius prudentius and proba and sedulius and Juuencus and Baptista Mantuanus and suche other as shalbe taught conveyent and moste to purpose unto the true laten spech all barbary all corrupcion all Laten adulterate which ignorant blynde folis brought into this worlde and with the same hath distayned and poyssenyed the olde laten spech and the varay Romaine tong which in the tyme of Tully and Salust and Virgill and Terence was vsid, whiche also seint Jerome and seint ambrose and seint Austin and many hoorly doctors

lernyd in theyr tymes. I say that ffylthynesse and all such abusyou which the later blynde worlde brought in which more ratheyr may be callid blotterature thenne litterature I vtterly abbanysh and Exclude oute this scole and charge the Maisters that they teche all way that is the best and instruct the chyl dren in greke and Redyng laten in Redyng unto them such auctours that hathe with wisdom e joyned the pure chaste eloquence."¹

Just as the origin of the Latin and Greek tradition is illustrated in Colet's: "What shalbe Taught" so is the influence of Milton seen in the history of education in this country. Milton stands midway between Erasmus and Rousseau in his educational philosophy in his statement: "Seeing every nation affords not experience and tradition enough for all kinds of learning, therefore we are chiefly taught the languages of those who have at any time been most industrious after wisdom." This is the classical spirit of education.

Milton's "Academy".

Benjamin Franklin is considered to be the father of the academy movement in this country. When he drew up his "Proposals Relating to the Education of Youth in Pennsylvania" he called heavily upon the educational doctrines and theories in the writings of Milton. In a letter to Samuel Hartlieb, in 1643, Milton described his "Academy" as an institute for a complete and generous culture covering the whole field of the grammar school, the college within the university and the university. This was

1 Knight: "Life of Colet". pp. 102-109

the first use of the word academy as applied to comparatively modern education. Plato had taught his disciples in the grove of Academus, hence the use of the word to designate an educational institution. Milton's curriculum for this all-encompassing academy started off with Latin grammar for the pupil when he could read a little of the first two or three books of Quintilian. He included arithmetic and geometry and at night, between supper and bed, easy studies in religion and scriptures. His study of an introduction to agriculture included the works of Cato, Varro, and Columella. Modern work included the use of the globes, astronomy and geography or "any comendius method of natural philosophy". Beginning Greek included his historical physiology, Aristotle and Theophrastus, Vitruvius, Seneca, Mela, Celsus, Pliny, and Solinus. As the pupil progressed, he studied trigonometry with practical application to fortification, architecture, engineering or navigation. Natural philosophy included a study of meteors, minerals, plants, and living creatures as far as anatomy. In his introduction to the study of medicine Milton urged that in all studies of nature and occupations the experience of practitioners be utilized. As the Miltonian pupil progressed into the upper brackets of the academy he was to study the Greek and Latin moralists and continue his scripture study at night. Ethics and economics were followed by Italian, the latter having been learned easily at an odd hour. Milton advised reading "under cautions" in choice comedies, Greek, Latin, or Italian and tragedies that deal with household matters. Politics included law and legal justice, common law and statutes, Hebrew, Grecian, Roman and Saxon. Hebrew "will have been mastered by this time

whereto it would be no impossibility to add the Chaldee and Syrian dialect. "During this phase of the student's education, evening studies were to be supplemented with theology and church history on Sundays. The emphasis upon Greek and Latin, stressed by Colet, continues with the reading of the great masterpieces in the literature of those two tongues. Milton might have been considered as an exponent of universal military training with the stress he laid upon physical exercise, particularly to form good soldiers. He recommended a wholesome diet. According to him music is to recreate and compose the spirit in the time of rest from exercise and to assist in digestion. Springtime, the young men are not to study too much but "to ride out over the land, looking upon the riches of nature, and observing the strategic industrial and commercial advantages of different sections; or to gain some knowledge of seamanship." Milton was most emphatic in his final point that after the course in the Academy the young man may travel abroad but foreign travel at an earlier period is not recommended.

Franklin's Academy in Philadelphia

Although the actual founding of the Norfolk Academy pre-dates Franklin's Academy in Philadelphia by twenty one years, it is obvious that the latter was the first to be organized on the broad lines of an academy as such. Actually the earliest records available referring to the Norfolk Academy by that name appeared in 1787, although there is no doubt that this is the school referred to in the original indenture of 1728.

Franklin had drawn up a proposal for an academy in 1743 but had laid

it aside temporarily due to the press of other affairs. Finally five or six years later he wrote: "Peace being concluded, and the Association business therefore at an end, I turned my thoughts again to the affair of establishing an academy. The first step I took was to associate in the design a number of active friends, of whom the Junto furnished a good part. "¹In the first settlers there had been many well educated men but Franklin felt that education in the colony had been neglected. He proposed that "some persons of leisure and public spirit be incorporated to found and conduct an academy. The members of the corporation make it their pleasure, and in some degree their business, to visit the academy often, encourage and countenance the youth, countenance and assist the masters, and by all means in their power advance the usefulness and reputation of the design; that they look on the students as in some sort their children, treat them with familiarity and affection, and, when they have behaved well and gone through their studies and are to enter the world, zealously unite and make all the interest that can be made to establish them whether in business, offices, marriages, or any other thing for their advantage, preferably to all other persons whatsoever, even of equal merit."² The academy should be properly housed "if it may be, not far from a river having a garden, orchard, meadow, and a field or two." The students should "diet together plainly, temperately, and frugally and be frequently exercised in running, leaping, wrestling and swimming."³ In this statement can be seen the influence of Milton and of Locke, another devotee of

1. Van Doren, Carl: "Benjamin Franklin". Pp. 189

2. Ibid. pp. 189-190.

3. Ibid. pp. 190.

healthy exercise.

"As to their studies, it would be well if they could be taught everything that is useful and everything that is ornamental. But art is long and time is short. It is therefore proposed that they learn those things that are likely to be most useful and most ornamental, regard being had to several professions for which they are intended.... All should be taught to write a fair hand, and swift, as that is useful to all". The academy should teach "arithmetic, accounts and some of the first principles of geometry and astronomy.....The English language might be taught by grammar; in which some of our best writers, as Tillotson, Addison, Pope, Algernon, Sidney, Cato's Letters, etc. should be classics.....Reading should also be taught, and pronouncing properly, distinctly, emphatically; not with an even tone, which underdoes, nor a theatrical which overdoes nature." Franklin felt that much attention should be paid writing and to public speaking. Almost all kinds of useful knowledge could be learned, according to Franklin, through the reading of history, geography, chronology, ancient customs and morality. He believed that the reading of history might make students eager to learn Greek and Latin or French, German and Spanish and "though all should not be compelled to learn Latin, Greek, or the modern foreign languages, yet none that have the ardent desire to learn them should be refused; their English, arithmetic, and other studies absolutely necessary being at the same time not neglected."¹

Franklin concludes his recommendations for the education of Pennsylvania youth with the belief that "with the whole should be constantly

1. Ibid - 191.

"inculcated and cultivated that benignity of mind which shows itself in searching for and seizing every opportunity to serve and oblige; and is the foundation of what is called good breeding."¹

1. Ibid. 191.

CHAPTER I

EDUCATION IN COLONIAL VIRGINIA

With this brief review of three basic influences upon education in Colonial Virginia; the school of Colet, the academy of Milton, and the new-world school or academy of Franklin, the educational development in this colony which evolved from the ill-fated "East Indy School" must be considered as well as the more successful schools such as those which resulted from the wills of Syms and Eaton. An impression of the state of education in Virginia in 1671 is received from Governor Berkeley's reply to the question asked by the Lord Commissioners of Foreign Plantations: "What course is taken about the instructing the people within your government in the Christian religion?" Berkeley replied: "The same that is taken in England out of towns; every man according to his own ability instructing his children.....But I thank God, there are no free schools and printing, and I hope we shall not these hundred years; for learning has brought disobedience and heresy, and sects into this world, and printing has divulged them, and libels against the best government. God keep us from both!"¹

Factors Influencing the Types of Schools and Schoolmasters.

It was undoubtedly due to the attitude of political leaders, such as Berkeley, and the distribution of population resulting from the geographical features of the colony that the development of schools in Virginia was

1. William and Mary Quarterly: "Education in Colonial Virginia"
Part VI, pp. 83.

so retarded. "As the colony spread from its cradle on the James River, certain geographical factors determined its history. They were to make for mutually independent social units and sooner or later to give rise to conflicting ethnic, religious, and finally diverse economic interests."¹

As was pointed out in the previous chapter the type of educational facility which developed and which was utilized depended upon the type of social unit developed. The large plantation owners found it most expedient to hire schoolmasters or tutors for the children of the plantation. If the number of pupils warranted it an "Old Field" school was set up for the lower class children while a tutor was taken on as a part of the plantation household for the education of the owner's children. Colonial society was far from democratic. There were three classes of schoolmasters during this period. There were a few men of scholarly preparation who made teaching a life work and kept up the best traditions of the free-school masters of Old England. Many young clergymen taught while waiting for their pastoral office. The vast majority of teachers, however, were a miscellaneous lot of adventurers, indented servants, educated rogues and similar ilk who taught school to keep from starving. Needless to say, most of the latter were either mentally or morally incompetent. It was the general practice, whenever it was financially possible, for the plantation owners and the successful professional and business men to send their sons to England to complete their education.

1. Maddox, W.A.: "The Free School Idea in Virginia Before The Civil War" Teachers College, Columbia University. Contributions to Education. #93 New York, 1918: pp. 17.

Early Wills Throw Light on the Educational Needs of the Times.

Possibly the best insight into the type of instruction available in the latter part of the seventeenth century is to be found in references to wills of that period. In 1651, Thomas Wright of Lower Norfolk, provided in his will for his children's enjoyment of the advantage of three years instruction in school, a continuation of their tuition during his lifetime, to be taught by either a tutor on their plantation or to attend a nearby private school.¹ Likewise, in a will drawn in about 1667, George Ashall, of Lower Norfolk, apparently a tanner by trade, instructed his executors to sell thirty hides belonging to his estate and to expend the proceeds in "Bringing his son up to school".² Henry Hallstead, in 1680, declared that it was his pleasure that his son should have three years schooling. In 1693, Robert Harper, of Princess Anne County, a white planter, left directions that the entire income annually accruing from the sales of tobacco obtained from two of his plantations should be expended in the education of his three children. Although this income must have represented a very considerable sum, the extent of the tuition which he wished to have imparted does not appear to have been very ambitious. Each child, it seems, was to be taught until he or she could read "true English" with perfect ease; but the sons alone were to be instructed in the rules of arithmetic, and only in these rules "so far as would be needful for this country's affairs".³

Indentures usually carried the stipulation that the indentured child

1. Lower Norfolk County Records.: Vol. 1651-56. pp. 134.
2. Ibid.: Vol. 1666-75. pp. 134
3. Princess Anne County Records: Vol. 1691-1708. pp. 52

be taught to read and write. In 1672, Eleanor Nash, of Lower Norfolk, in binding out her son, expressly stipulated that he should be taught how to read the Bible.¹

The Free School.

There are many references to different types of schools all of which undoubtedly, if they survived, later became known as academies. Mention has been made of the "Old Field" schools and the private tutoring schools of the plantations. Maddox, in "The Free School Idea in Virginia Before the Civil War", describes the Virginia town charity school as being much like its English prototype. "It was generally supported by private subscription, sometimes by municipal endowment of small appropriations. Quite frequently it was aided by lottery. Beyond sanctioning their incorporation, the state contributed nothing to the success of the schools until 1818, when they were subsidized as part of the new state 'poor' school system established under the school statutes of that year. Charity schools had been established before this act in Norfolk, Richmond, Fredericksburg, Alexandria, Staunton, and, in fact, wherever there was a large enough community to support them. These schools were either given over wholly to orphans or charity pupils, literally 'charities', or as select or private schools they received the poor on scholarships while other pupils paid tuition."² The "Free School" seems to have carried with it the thought of some revenue other than that derived from fees paid by pupils. This type of school was commonly free to a limited number of

1. Lower Norfolk County Records. Vol. 1666-1675. pp. 135.

2. Maddox, W.A. "The Free School Idea in Virginia Before the Civil War" pp. 25

pupils or to those who were unable to pay. The large number of pupils, however, paid a regular fee, probably not over twenty shillings a year. Pupils were sometimes required to provide a fixed amount of wood for fuel as well.

Undoubtedly when Thomas Wright made the provision in his will for the instruction of his children to be taught by either a tutor on their plantation or to attend a nearby private school he was referring either to a charity or free school.

Heatwole, in his "The Beginnings of Public Education in Virginia, 1776-1860" refers to "Parson's Schools" as being synonymous with "Old Field Schools". This name may have originated from the previously mentioned fact that young clergymen often taught school while waiting for a post, but it also signifies the close relationship which existed between the church and the school. In many cases the schools were established to train the young men "for the service of God, in church and commonwealth".¹ "We shall not understand our educational development if we fail to see that modern systems of education, like much else in our modern civilization, are deeply rooted in the religious life of two and three centuries ago."¹

College Entrance Requirements.

An interesting commentary on the college entrance requirements of the day is to be found in the statutes of William and Mary College adopted in 1727. The entrance examination for candidates for foundation scholarships was intended only to discover "whether they have made due Progress in their

1. Brown, E.E.: "The Making of our Middle Schools". Longmans Green, New York, 1903. pp. 57.

Latin and Greek". It was particularly enjoined that "no Blockhead or lazy Fellow in his Studies be elected".¹

In his "Historic Elements in Virginia Education and Literary Effort", Henneman includes tables showing the origin of students attending William and Mary College and Washington College, which was to become Washington and Lee.²

	1700-1800		1800-1825		1825-1861		Total	
	W.& M.	W.C.	W.& M.	W.C.	W.& M.	W.C.	W.& M.	W.C.
James City	73	--	59	3	175	1	307	4
Gloucester	54	--	21	--	48	2	123	2
Henrico	33	--	31	18	93	39	157	57
Charles City	20	--	21	3	33	--	83	3
York	27	--	10	--	20	--	57	--
Warwick	21	--	3	--	5	--	29	--
Elizabeth City	20	--	4	1	24	--	48	1
Middlesex	20	--	--	--	8	--	28	--
Norfolk	19	--	27	--	68	2	114	2

In this study which relates primarily to Norfolk, it is worthy of note that the attendance as shown by this table shows an appreciable increase as contrasted with the decrease of the others.

Henneman has very ably summed up the educational growth of the state with his statement: "If any point is clear in the educational history of the state, it is the fact that her early institutions in their origins are not so much the creatures of denomination as the result of tradition's grace and place. They sprang from local needs, were supported by local patronage, and only by degrees, for especial reasons and in exceptional cases, did they become institutions for a whole land."³

1. Brown, E.E. "The Making of our Middle Schools." pp. 117.

2. Henneman, J.B. "Historic Elements in Virginia Education." pp. 17

3. Ibid. pp. 7.

CHAPTER II

THE DEVELOPMENT OF ACADEMIES

As has been demonstrated there was no single educational system in Colonial Virginia. The type of instruction offered and the type of school established depended entirely upon the economic status of the individual or the community and upon the geographical location. Private tutoring schools, charity schools, free schools, Old Field Schools, Parsons Schools and a little later, grammar schools, all resulted from individual, uncoordinated desire for education. These were to a more or less degree classical schools modeled in varying proportion after their English forebears.

Three Periods of Secondary Education.

A history of education would divide secondary education into three periods. The first, extending from the earliest colonization to the Revolutionary War, the Colonial period, was the era of the schools mentioned above. The second, extending from the Revolution to a date considerably after the Civil War, in the South, was the period of the academy, and the third, from that date to the present, the period of the public high school. Actually the academy was started prior to the Revolutionary War as was seen in discussing Franklin's Academy in Philadelphia. Although these academies were generally known as "Classical Schools" the line of demarcation between the academy and the classical school seems to be, with a majority of writers on the subject, the introduction of sciences into the curriculum of the academy.

The Academy Period.

Brown describes the academy as "the institution for secondary education wrought out by the American people in the first half century of their independence and it was the dominant institution of its class for at least another half century.....The Academy age was, in fact, the age of transition from the partially stratified colonial society to modern democracy. Perhaps the most marked feature of that transition was the growing importance of a strong middle class..... It is one of their glories that they were in the earlier days so bound up with the higher interests of the common people."¹

The earlier academy movement prior to the Revolution was confined primarily to the middle colonies. This was a time of experiment, and a result of non-conformity. While the academies were in line with the educational and religious. The introduction of the sciences has been used as one of the factors which differentiated the academy from the earlier classical schools. Another factor which very often determined the status of the academy rather than the grammar school was the division of subject matter taught. When more than one teacher was employed in the same school so that different subjects were taught by different teachers, the school was considered to be an academy rather than a school. It was in the academy that social and student organizations first appeared, such as rhetorical and debating societies. Annual exhibitions were the affairs in which the social interests of the academy year culminated.

Although today the academies which have survived the free competition

1. Brown, E.E. "The Making of Our middle Schools." pp. 228.

of the public schools are considered as college preparatory they were not intended as such at the outset. As a matter of fact many of the original academies have become colleges and universities themselves. The early academies came into close relationship with the colleges and for some period of time they exerted a remarkable influence upon the higher institutions of learning. In many places the academies paralleled the colleges in subjects taught. It was not until the latter part of the nineteenth century that they became preparatory institutions as such.

The Growth of Academies.

Several of the early academies grew into colleges and universities as did, for example, Franklin's in Philadelphia. Teaching in the academies provided an apprenticeship for the vast majority of those men who later distinguished themselves as college teachers.

The following table shows the growth of academies from the Revolutionary War to the close of the Civil War, in Virginia. It should be noted that about twenty of these would fall within the territory of the present state of West Virginia. The period from 1820 to 1860 was the most active in establishing the academy. This period of activity corresponds to the revival in educational interests in America from the thirties to the fifties.¹

Date	Male	Female	Co-Ed.	Total
1776-1800	21	0	0	21
1800-1820	32	6	1	39
1820-1840	33	15	7	55
1840-1860	40	48	12	100
1860-1870	1	2	0	3
	<u>127</u>	<u>71</u>	<u>20</u>	<u>218</u>

1. Heatwole, C.J. "A History of Education in Virginia". pp. 126

It will be seen from this tabulation that the academy was the type of school which predominated in Virginia and served as the means of education for the majority of the children. The state had no control over these schools other than that of chartering them and providing lotteries so that funds for endowment or expansion could be raised. It is true, however, that the wealthier Virginians preferred, where possible, to have their children tutored on the plantations or at home in preparation for completing their schooling in England up to the Revolutionary War.

In 1850, Virginia stood fifth in the number of academies in the state in comparison with other states. The following table will show the comparative status of Virginia.¹

State	No. of Acad's.	Tchrs.	Pupils	Ann. Income
New York	887	3,136	49,328	\$1,015,249
Penn.	524	914	23,751	570,501
Mass.	403	521	13,436	354,521
Kentucky	330	600	12,712	306,507
Virginia	317	547	9,068	351,007

The difference in the total number of academies as given by Heatwole, as contrasted with the total arrived at by Dexter, may be explained by the fact that Dexter has taken into consideration the schools established prior to the Revolution and those schools which were not established as academies at the beginning.

An interesting but very unfavorable account of the academies appeared in Blackwood's Magazine in 1819. "The Americans take a strange delight in high sounding names, and often satisfy themselves for the want of the thing

1. Dexter, E.G. "History of Education in the United States". pp. 96.

by the assumption of the name. These academies are not always exclusively classical schools; some are partly appropriated to education for the counter and the counting room; and so far as this object goes, there is no striking defect in them; it not being a very difficult matter to teach a lad to count his fingers and take care of his dollars. But in all that relates to classic learning, they are totally deficient. There is none from Maine to Georgia, which has yet sent forth a single first-rate scholar; no, not one since the settlement of the country, equal even to the most ordinary of the thirty or forty, which come out every year from Schule Iforta and Weisson....this arises from bad masters and a bad method of study....they (the masters) are mere language masters, not scholars...."¹

It can only be hoped that whoever made this condemning attack upon the academies was either grossly misformed or prejudiced. Johnson, in his book: "Old Time Schools and School Books", confirms this attack, however, with his description of an academy. "The Virginia schools long continued to have much the same desultory character they had in Washington's youth. A master, who kept a plantation school in 1800 for a few months, tells of one of his pupils who was a man of thirty years of age. Another pupil persisted in coming with two huge mastiffs at his heels, and the dogs would unceremoniously enter the school room bringing with them myriads of fleas, wood-lice and ticks. Then there were two sisters who rode on a single horse to the school house door followed by a running footman of the negro tribe with their food in a basket. The building was of logs. It stood on blocks about two and a half feet from the ground, and the space

1. Brown, E.E. "The Making of our Middle Schools". pp. 245-246

underneath formed a convenient rendezvous for hogs and poultry. The interior had neither ceiling nor plaster. When it stormed the rain was excluded by going outside and propping a square board against the window with a broken rail. And yet the farmers of the neighborhood referred to this rude structure as 'the Academy'.¹

As a general thing the academies seem to have gradually adopted the plan of Franklin in their administration. In most cases a board of trustees was appointed who were not themselves teachers but who maintained supervisory control over the school. They had no pecuniary interest in the school and were self-perpetuating by a process of co-optation. The academies were generally pervaded by a religious spirit which was often very intense and yet was non-ecclesiastical. A few academies became affiliated with particular religious sects but the majority kept clear of the religious doctrines of any particular church. In this they bridged the gap which separated the ecclesiasticism of the earlier pre-revolutionary schools and the secularism of the modern public school.

As has been previously emphasized, the growth of the academies seems to have been dependent upon the educational demands of the locality. Throughout the academies there were many traces of the schools of Colet, Milton, and to a large extent, Franklin. In speaking of St. Paul's, one of the best known academies, Brown says: "There is much in this school, as in those which have followed its lead, which reminds one of the English public school. Notably its distinctive religious character and its school nomenclature in which 'forms' and 'removes' and other old time expressions appear".² Brown describes the school of the early academy period as

1. Johnson, C. "Old Time Schools and School Books." pp. 35-36.

2. Brown, E.E. "The Making of Our Middle Schools." pp. 396.

"a scheme of education of 'our noble and our gentle youth' between the ages of twelve and twenty-one. The schooling of this period is to be the concern of a single institution, an 'Academy' which shall be both school and university. This academy does not offer instruction in the most elementary arts; nor does it provide for the professions training of future practitioners in law and medicine, but it carries to completion 'those general studies which take up all our time from Lilly to commencing, as they term it, master of art.'"¹ This is a concise summary of Milton's theory of the scope of education.

The Decay of the Academies.

Much has been written about the decay of the academies. It seems to have started about the middle of the nineteenth century when Horace Mann began to urge the necessity for free high schools. These were established much later in the South than in the North but with their establishment the academies weakened due to the fact that they drew their students from the same source. Most of them finally succumbed to the loss of students but a few were able to alter their conditions and survive by catering to the wealthy. They were no longer the resort of the awkward rural children to whom a short period in the local academy was often their only chance for a glimpse of the broad field of culture and books.

1. Ibid. pp. 157.

CHAPTER III

NORFOLK, BOROUGH TO CITY

The history of the City of Norfolk is the history of a small trading settlement which has grown to a metropolitan trading center due to its fortunate location at the mouth of the Chesapeake Bay and the deep waters of the Hampton Roads. Just as its situation, practically surrounded by water, has made it an ideal port for trade, this water has also made it inaccessible by land. In the early eighteenth century Norfolk, New York and Boston could have been considered as tied in the race as the largest, most important port on the Atlantic coast. Norfolk came out a poor third and as a matter of fact was outdistanced by other ports not in the running prior to the Revolution.

This poor showing was due to a combination of many circumstances including the inaccessibility by land already mentioned. Through the years Norfolk has been the victim of fires, wars, disease, unhealthy climate, and depression due to the vagaries of international trade. A graph of the economical life of the city would show that every major and minor catastrophe which influenced the growth of the nation had an early and deep penetrating effect upon this southern city. Such a graph, if correlated with the history of the Norfolk Academy would show that as the city has suffered so has the Academy and as trade has prospered the Academy has flourished.

Norfolk, The Borough.

With the exception of the capital of the colony, Williamsburg, which

was created a borough and a market town in 1722, Norfolk was the only borough in the colony. The land upon which Norfolk was built was acquired and surveyed in accordance with the Act of 1680 for cohabitation and its advantageous situation as a trading center and sea port attracted many people to it for commercial reasons. Passing through Norfolk on his way to North Carolina, Captain William Byrd described the settlement as "not a Town of Ordinarys and Publick Houses like most others in the Country, but the Inhabitants consist of Merchants, Ships Carpenters and other useful Artisans, with Sailors to manage their navigation."¹ At that time Norfolk was the central market for produce and products of the lower portions of Virginia and the neighboring section of North Carolina. Norfolk merchants carried on a brisk trade with the West Indies, exchanging lumber, meats, flour and other products from the agricultural interior for sugar, fruits, molasses and rum. The presence of William and Mary College and the Colonial Assembly kept Williamsburg alive and the center of social and cultural activities but Norfolk's commercial relations with the outside world gave it a more worldly atmosphere and a more bustling appearance. Its rapid growth as a commercial center justified Jefferson's prophecy at that time that it was assured of future greatness.

The Spirit of Revolt.

The number of inhabitants had so increased by the year 1736 that in reply to their petition, the Governor, for the King, granted a charter which was afterwards confirmed by the Assembly making the town an incor-

1. Adams, H.B. "Studies in Historical and Political Science, Third Series - Maryland, Virginia and Washington". pp. 111.

porated borough. The period from incorporation to the Revolution was, in general, one of growth and prosperity. Although expressing loyalty to the King the inhabitants of the borough were among the first in the colonies to realize the dire effects of attempted curtailment of trade and in 1766 the "Sons of Liberty" were organized in Norfolk in opposition to the Stamp Act. At this time resolutions were adopted recognizing the sovereignty of George the Third, but expressing the determination to resist the curtailment of privileges of British subjects. Correspondence was carried on with lovers of liberty in other parts of the colonies, particularly Boston, to combine their struggles for their rights.

The first real blow to Norfolk's growth came when Dunmore's men fired upon the borough and fire was spread along the water front. Norfolk was the center of war activities but trade was virtually at a standstill during the war years and it took some time to restore the burned docks and rebuild the storehouses before anything approaching a normal trade could be reestablished after independence had been won. Once again the ports of the world were more familiar to the people of Norfolk than were the cities of their own country. Trade flourished after the Revolution but it was not to continue for long. The embargo on British trade converted this bustling community into a ghost town where shops were closed for lack of goods and ships lay at anchor for lack of trade. These restrictions to trade and the ensuing War of 1812 had ruined Norfolk again. This commercial center was not down for long, however. With resumed trade Norfolk took its place with New York and Boston as a thriving shipping center. Protective tariffs struck other blows at trade and a visitor to Norfolk in 1835 was struck by the stillness of her streets and the inactivity that pervaded her wharves.

The Plague.

The Norfolk Argus of October 22, 1853 paints a picture of a bustling, active Norfolk where ships from the seven seas were loading and unloading at her docks, her warehouses bulging with goods, and produce streaming in from the rural areas. "Norfolk seemed to awaken as from a long sleep under the influence of the new trade". One episode marred this otherwise prosperous period. The year of 1855 was the time of the great pestilence when Yellow Fever swept the city and people fled from and shunned the area as from the plague. Needless to say, as fire, war, embargo and tariff had ruined trade so did pestilence. This period was short, fortunately, and Norfolk reassumed its prominent place in the commercial world of the South which was rapidly approaching that biggest set-back of all, the War Between the States.

Civil War.

A pawn of war, Norfolk was at first the center of such naval activity as it had never seen, then, falling into Northern hands it became once more a ghost town as far as trade was concerned. After the great conflict it, as with every Southern city and town, was faced with the multiple problems of reconstruction under military law and the brutal domination of negro, scalawag and carpet bagger. In many respects Norfolk did not recover from the Civil War until the first World War; although she gradually picked up, aided by the establishment of active naval facilities in the Hampton Roads area. In World War I Norfolk boomed and expanded far beyond her limits of pre-war days. The depression of the late twenties and early thirties left its mark on the city and it took the second World War to put

the city in its preeminent position of the present time as one of the nation's busiest ports and one of the world's greatest naval bases.

CHAPTER IV

NORFOLK ACADEMY
1728-----1776
COLONIAL DAYS TO REVOLUTION

The earliest known reference to a school in Norfolk is contained in the original indenture made by Samuel Boush and George Newton in 1728. Although this is referred to as a public school it was the original Norfolk Academy as will be shown later. Since this account of the Academy is an attempt to collect all material pertinent to its history in one volume this indenture and other records will be quoted in detail. The greatest single source of such pertinent data has been the "Lower Norfolk County Virginia Antiquary" edited by Edward W. James. In volume one the following is to be found:

Norfolk Public School

"This Indenture made this 13th day of Novem^r one thousand Seven hundred Twenty and Eight Between Sam^l Boush and Geo: Newton ffeofees in trust for y^e disposall of Norfolk Town land of y^e one part and Sam^{ll} Boush jun^r Sam^{ll} Smith and Nath^{ll} Newton Gent in y^e af^d Town of Norfolk for y^e uses intents and purposes hereafter mentioned of the Other part Wittneseth y^t y^e said Sam^{ll} Boush and Geo: Newton have for y^e Consideration of y^e sum of q^ty of fifty pounds of Tobacco to them in hand paid by the said Samuel Smith Sam^{ll} Boush Jr^r and Nath^{ll} Newton Gent ye Receipt whereof they do hereby acknowledge have bargained and Sold by those presents do bargain and sell unto the said Sam^{ll} Smith Sam^{ll} Boush jun^r and Nath^{ll} Newton for y^e proper use of y^e Inhabitance In Norfolk Town for y^e Erecting a chool house (one lott of half acre of land lying and being on y^e South East side of y^e

Street going out of Town Beginning at a corner Stone of M^r Math^w Godfreys lott lying on y^e Street Side & Running thence along y^e side Street Westerly thirty Eight degrees two hundred Seventy Six foot to a Stake, thence South westerly thirty Eight degrees two hundred Seventy Six foot to a Stone of y^e afore s^d Godfreys line to y^e first mentioned Station To have and to hold y^e said lott or parcell of Land and all and Singular other y^e pemises therein mentioned and Intended to be hereby bargained and Sold wth there and Every of there appurtenances for y^e use of any Schoolmaster or masters y^e said S: S: S.B: NN: or any two of them shall Imploy at any time ye said Inhabitance yielding and paying yearly therefore one grain of peper corn at y^e feast of S^t Michaels only if y^e same be lawfully demanded to y^e intent that by Virtue of these presents and by the Statute for transferring uses into posesion y^e s^d Sam^{ll} Smith Sam^{ll} Boush jun^r and Nath^l Newton for and in y^e behalf of y^e said Inhabitance In Norfolk Town) may be in y^e Actuall posesion of y^e premises and Inabled to accept a grant of y^e Reversion and Inheritance thereof In Wittness Whereof y^e s^d Samuel Boush and Geo Newton have hereunto Sett there hands & seals y^e day and year first above Written.

Signed Sealed and Delivered) Sam^{ll} Boush & Seale
 In the presents of us) George Newton &
 Seale

James Nimmo)
 Solo Wilson)

acknowledge in Open Court held the 15th day
 of Novem^r 1728 by Sam^{ll} Boush and Geo Newton
 and on Motion of Sam^l Smith Sam^l Boush and

Nath^l Newton is Admitted to Record.

Test Solo Wilson C^l Cur

This Indenture made y^e 14th day of Novem^r one Thousand Seven hundrd Twenty Eight Between Samuel Boush and Geo: Newton ffeoffees in trust for y^e disposall of Norfolk Town lands of y^e one part and Sam^{ll} Smith Sam^{ll} Boush jun^r and Nath^l Newton gent in ye Af^d Town of Norfolk for y^e Uses intents and purposes hereafter mentioned & for no other uses of y^e other party Wittnesseeth that y^e said Sam' Boush and George Newton have for y^e Consideration of y^e Sum or quantity of one hundred pounds of Tobacco, to them in hand paid by the said Sam' Smith Sam'l Boush jun'r Nath' Newton for y^e proper use and behoof of y^e Inhabitance of Norfolk Town for Ever and for no other Desire or use whatsoever or purpose for y^e Erecting building & keeping the Same for a Schoolhouse for Ever for y^e said Inhabitance of Norfolk Town, that is to say one half Acre or Lott of land lying and being on y^e southside of y^e street going out of Norfolk Town beginning at a Corner stone of M^r Math^w Godfreys lott lying on y^e street side and Running thence along Y^e side Street Westerly thirty Eight degrees two hundred Seventy Six foot to a Stone of y^e af^d Godfreys, thence North westerly fourty four degrees Eighty three foot bounding on Godfreys line to y^e first mentioned station. To have to hold y^e said half acre or lott of land and all and Singular other y^e premises herein mentioned and Intended to be hereby bargained and Sold with these appurtances for y^e uses of y^e Inhabitance for Norfolk Town for Ever for y^e building a Schoolhouse on y^e Same and part of y^e house for y^e use of y^e schoolmaster or masters

The ffeofees deeds to M^r Smith Cap^t Sam^l
 Boush & Major Nath^l Newton for lands in
 Norfolk Town for a school house is Ack^d and
 ordered to be Recorded."

No records have been found which give the exact date of the erection of the first school house on this land. However, later references speak of the rebuilding of the school house which would give reason to assume that the original building was built prior to 1731.

The Early School.

Brown, in "The Making of Our Middle Schools", describes an early school building of this period which can serve as a model of this first school. "The Master's desk was at the south (rear) end on the right side of the back door. The Usher's was in the northeasterly corner; between it and the (front) door was a small, or short seat and desk, in which a few of the first (lowest) class sat at times, as, I think, for want of room with the others; between this desk and the door came down a bell-rope. Then going round against the sun were the seats of the third and fourth classes, on the west side were the first and second, and on the east side were the fifth, sixth and seventh classes; the lowest class was without desks and not elevated from the floor."¹

The original deeded land, referred to above, was located on Church Street approximately opposite the Old Saint Paul's Church. In 1728 this was undoubtedly on the outskirts of the settlement around the water front

1. Brown, E.E. "The Making of Our Middle Schools". pp. 141

and might well have been an "old field". Today the site is in the center of a colored business district and is the "downtown" section.

William and Mary College Influence.

Quoting again from Brown, it may be assumed that the code of regulations for the grammar school connected with William and Mary College in Williamsburg applied to this very early Norfolk school. "Special care likewise must be taken of their Morals, that none of the Scholars presume to tell a Lie, or Curse or Swear, or to take or do any Thing obscene, or Quarrel and Fight, or play at Cards or Dice, or set in to Drinking, or do any Thing else that is contrary to good Manners. And that all such Faults may be so much the more easily detected, the Master shall chuse some of the most trusty Scholars both for Publick and Clandestine Observations, to give him an Account of all such Transgressions, and according to the degree of heynousness of the Crime, let the Discipline be used without Respect of Persons."¹

The boys were divided into "forms" with those in the same class sitting together on one bench. The advance from one form to the next higher was made at yearly intervals. Changes in position were made from time to time within the class according to the quality of the recitation. Emulation was freely employed and the position of head of the class was sought after.

Provision was made, in 1736, for a master who should be "capable to teach the Greek and Latin tongues". Since the College of William and Mary was the guiding light in education in the Colonial South and exerted a

1. Ibid. pp. 138

real influence on the selection of masters as well as the curriculum we quote again from the Charter and Statutes of that college. "Let the Latin and Greek Tongues be well taught. We assign Four Years to the Latin, and Two to the Greek. As for Rudiments and Grammars, and Classick Authors of Each Tongue let them teach the same books, which by Law or Custom are used in the Schools of England. Nevertheless, we allow the Schoolmaster the liberty, if he has any observations in the Latin or Greek Grammars, or any of the Authors that are taught in his School, that with the Approbation of the President, he may dictate them to the Scholars. Let the Master take special Care, that if the Author is never so well approved on other Accounts, he teach no such part of him to his Scholars, as insinuates any Thing against Religion or good Morals. And because nothing contributes so much to the Learning of Languages, as dayly Dialogues, and familiar Speaking together, in the Language they are learning; let the Master therefore take Care that out of the Colloquies of Corderius and Erasmus, and Others, who have employed their Labours this way, the Scholars may learn aptly to express their Meaning to each other."

The following is the only reference uncovered to date concerning the school between the original indenture and the year 1751. This reference comes from the "Lower Norfolk County Virginia Antiquary".

"Norfolk County at a Court held for laying the Levy the 19th Day of November 1731 present Colonel Samuel Boush Lieutenant Colonel George Newton & Gentlemen Justices to Cap^t Samuel Boush p Deeds for y^e School land 150 (Pounds of Tobacco)."

The Antiquary includes the following reference of 1751:

"Norfolk Borough

At a Common Council held this 24th day June 1751

Present

Wilson Newton Esq^r Mayor

John Hutchings Robert Tucker)
 Josiah Smith John Tucker) Gent : Aldermen.
 Christ^o Perkins and George Abyron)
 And Nine of the Common Councilmen

Resolved That the Clerk of this Borough Advertize at the Church and Courthouse doors, that the Common Hall of this Borough will meet on Saturday next to receive the Proposals of the Workmen to make four publick Wells, to wit, one near the Market house, one near Cap't: Tuckers Store, one near Capt: Tatems, and one in the School house Land, which wells are to be Five feet Diameter in the clear. At a Common hall summoned and held the 24th day of June 1765, Maximilian Calvert, esquire, was ordered to employ workmen to sink a Well ten feet diameter on the School Land and to put the Leaden pump there in. On the 24th of June, 1776, Mr. William Orange, and on the 24th of June, 1767, Doctor Campbell agreed to take care of the pump on the school land.

I. Whereas, by an act of assembly, made in the twenty-fifth year of the reign of his late majesty King George the Second, entitled, An act to explain the charter and enlarge the privileges of the borough of Norfolk, and for other purposes therein mentioned, the court of the County of Norfolk, and the mayor, recorder and aldermen, of the said Borough, or the major part of them, were invested with full power and authority to build on or let a certain lot or parcel of land therein mentioned, which at the laying off the said borough had been set apart for the use of a school for the

benefit of the inhabitants of the said borough and County of Norfolk, and to provide and agree with an able master for the said school, capable to teach the Greek and Latin tongues: which said master, before he should be received or admitted to keep school should undergo an examination before the masters of the College of William and Mary, and the minister of Elizabeth Parish for the time being, and produce a certificate of his capacity, and also a license from the governour or commander-in-chief of this dominion for the time being, agreeably to his majesty's instructions.

II. And whereas in pursuance of the said act, a school-house hath been built on the said lot; but, by reason of variety of opinions frequently happening between the justices of the said county, and the mayor, recorder, and aldermen, of the said borough, in the choice of a master for the said school, and in other matters relative to the government thereof, the said school hath been greatly neglected, and the good intentions of the said act in a great measure frustrated: Be it therefore enacted, by the Lieutenant-Governor, Council, and Burgesses, of this present General Assembly and it is hereby enacted, by the authority of the same, that from and after the passage of this act the sole and absolute right of nominating and appointing rules and ordinances for the good government and regulation of the said school, as may be thought necessary, shall be, and the same is hereby vested in the mayor, recorder, and aldermen of the said borough of Norfolk, for the time being anything in the above in part recited act to the contrary thereof in any wise notwithstanding."¹

1. Henning. "Statutes at Large". Vol. VII, pp. 510-511.

Richard Collhyon - Teacher.

The earliest reference available to the appointment of a specific schoolmaster is contained in the Proceedings of the President and Masters of the College of William and Mary, on January 1, 1756. In these proceedings it states that "Richard Collhyon was examined and is thought capable of teaching the Grammar School in Norfolk."¹ Available records do not tell us why Mr. Collhyon's term was so short but we do know that Mr. Buchan took over the school in 1761.

The first volume of the Lower Norfolk County Virginia Antiquary contains the following under the heading of "Norfolk Academy".

"Norfolk Borough

At a Hustings Court held the 24th day of August 1761

Present

Christopher Perkins Esq^r Mayor

Wilson Newton, Paul Loyall)
Arch^d Cambell Chas Thomas) Gent Aldermen

The Court acquaints the Masters of William and Mary College that they will receive Mr. Buchan into the public School of this Borough on his producing a Certificate of his Examination agreeable to the Law in that Case made and Provided."²

Mr. Buchan's services could not have been satisfactory for the next entry, that of June 1762, provides for a committee to appoint a new schoolmaster.

"Norfolk Borough

At a Common Hall summoned and held the 24th day of June 1762

1. History of the College of William and Mary. 1874 pp. 48
2. Lower Norfolk County Virginia Antiquary. Vol. 1. 1897. pp.21

Present

Christopher Perkins Esq Mayor

John Hutchings, Archibald Campbell Robert Tucker, Paul Loyall George

Abyron And fourteen of the Common Council

On a Motion It is resolved that Robert Tucker, Archibald Campbell, Lewis Nansford, James Taylor and John Hunter Gent or any three of them be a Committee to draw a Scheme for providing a School Master for the public School in Borough and that they have leave to meet from time to time and lay the same before the next Common Hall."¹

Buchan probably continued until 1762 and then was replaced by Robert Fry, for the proceedings of the Common Hall held the 24th day of June, 1763 "Ordered that Robert Fry Schoolmaster take care of the Church Pump." It must be assumed that Fry continued in his capacity as schoolmaster until the great fire which devastated the borough and laid the school in ashes.

It is, indeed unfortunate that more detailed information is not available concerning this earliest period in the Academy's history. Assumptions must fill in many gaps left by lack of authentic records. Just how continuous the operation of the school was from its origin in 1728 to the Revolutionary War must be surmised. In the records quoted, sufficient proof is found that the school did function and the biggest problem of the time seemed to be the question as to who should be the schoolmaster and what group of individuals should have the authority to appoint him. A definite step is seen toward local control of education in the appointment of

1. Lower Norfolk County Virginia Antiquary. Vol. 1. 1897. pp. 21.

a committee for that purpose by the Common Court. There is also seen the tremendous influence the College of William and Mary exerted upon the schools of the time, not only in examining candidates for the teaching positions but in dictating what should be taught.

CHAPTER V

NORFOLK ACADEMY
1776 ----- 1800
FROM REVOLUTIONARY WAR TO THE TURN OF THE CENTURY

If time and space allowed, imaginative digression could picture the turbulent times in Norfolk during the Revolutionary period. It would be interesting to know what part the students of Collhyon, Buchan and Fry played in the struggle against the mother country. It must suffice, however, to say that the unrest swelled to the point that the British Fleet under the command of Lord Dunmore, found it necessary to fire upon the borough and in the ensuing melee fire was set to the water front.

Along with the greater part of the inhabited borough, the school house was destroyed. Recovery from devastation was slow and it was not until 1785 that mention is to be found of the re-building of the schoolhouse. It may be conjectured that during the interval of nearly twenty years, school was carried on in some available building that had withstood the fire.

The Rebuilding of the School.

"At a Common Hall summoned and Held the 6th day of December 1785,
present

Cary H. Hansford esquire Mayor

Robert Taylor	Thomas Newton Jun ^r	
George Kelly	James Taylor	
Cornelius Calvert	Paul Proby	Gentm Aldermen

and Richard Evers Lee, George Loyall, James Maxwell, John Calvert, William Plume, Benjamin Pollard, James Dyson, Jonothan Calvert and Bristol Brown

of the Common Council

Resolved that M^r Lee, M^r Plume and M^r Pollard or any two be Commissioners to agree with some person or persons for Rebuilding the Free School so far as the Money received from the Publick on Account of the same will extend.

"Norfolk Borough

At a Common Hall summoned and Held the 22d day of February 1786,
present

Cary H. Hansford esquire Mayor

Robert Taylor	Thomas Mathews)	
Cornelius Calvert	Paul Proby)	Gent ^m Aldermen
Thomas Newton Jr.)	

and John Hutchings, William Plume, Benjamin Pollard, Robert Barron, James Dyson, Richard Evers Lee, John Woodside, James Nimmo, Hillary Mosely, and George Loyall of the Common Council.

Absent Cornelius Calvert Gent^t Alderman

Resolved that the Committee Appointed to rebuild the Free School on the Public Land near the Church be empowered to Call on Mayor for any sum not exceeding three Hundred Pounds, for the rebuilding of the same of the following dementions, to Wit, sixty feet by twenty two feet, and to be two Story High, which sum the Mayor is hereby directed to pay to them or their Order

"At a Common Hall summoned and Held the 18th day of March 1786,
present

Cary H. Hansford esquire Mayor

James Taylor Robert Taylor)
 Cornelius Calvert Thomas Mathew) Gent^m Aldermen
 Thomas Newton Jun'r Paul Proby)

and Benjamin Pollard, John Calvert, George Loyall, John Woodside and Rich^d Evers Lee of the Common Council.

"The Commissioners appointed to let out the Building of the Free School this day reported the same which Read. Resolved that the Contract made by the said Commissioners be Confirmed."¹

The new school building was constructed on the site of the first school house on the present Church Street approximately opposite Saint Paul's Church. It was a wooden frame building not unlike that previously described, in the interior. The building was completed in September 1786 and a new schoolmaster was appointed to take charge of the new school. Two facts are worthy of emphasis at this point. The first is that for the first time, in the records of March 1787, the school is referred to as the "Norfolk Accademy" and second that the Reverend Walker Maury, who had been very successful in establishing a school in Williamsburg in connection with the College of William and Mary, was prevailed upon to organize this new school.

Reverend Walker Maury and "Norfolk Accademy".

Walker Maury was the son of the Rev. James Maury, a teacher of Thomas Jefferson. The "Virginia Magazine of History and Biography" speaks of the fact that "in a few years he became famous in Virginia as a teacher, first in Orange County, then in Williamsburg, and finally in Norfolk".²

1. Lower Norfolk County Antiquary. Vol. 1. pp 21.

2. Virginia Magazine of History and Biography. Vol. XIII. pp. 426

The Lower Norfolk County Antiquary continues with the following information:

"October 3d 1786 present

	Thomas Newton ju ^r	Mayor	
Cary H. Hansford	George Kelly)	
Paul Loyall	Thomas Mathews)	Gent Aldermen
James Taylor	Paul Proby	Robert Taylor)	

On a Motion Resolved that the Reve^d Walker Maury be appointed to take Charge of the Public School of this Borough, upon his complying with such rules and Regulations as shall be thought necessary for the good Government of the same, to be agreed on hereafter by the Mayor Recorder and Aldermen of this Borough And that M^r James Taylor, M^r Hansford, M^r Robert Taylor and M^r Kelly or any three of them be a Committee to draw up Rules and Regulations for the Government of the said School, and Reports the same to the next Meeting.

"Norfolk Borough

At a Court of Aldermen summoned and held the 26th day of March 1787, present

Cary H. Hansford late Mayor

Paul Loyall	Robert Taylor)	
James Taylor	Paul Proby) Gent Aldermen
George Kelly	Benj Pollard)

At the request of M^r Mauray master of the Norfolk Accademy the Court has Established such rules and regulations for the good government of the same as they thought most satisfactory and the same is Ordered to be recorded.

Teste Alex Moseley T Clk Cary h Hansford late Mayor

Rules of the School

- 1st That the School be called the Norfolk Accademy
- 2d That Reading, writing, arithmetick and Book Keeping, English Grammar, Geography, and the use of the Globes the Lattin Greek and French Languages be taught in the Accademy
- 3dly That the price for Tuition in the Latin School be seven pounds p Annum, those of that department to Attend the English School also, till they shall have acquired writing and Arithmetick without any Additional Charge
- 4th That the English school be formed into two Classes. The senior Class shall consist of such pupils as shall be Advanced to the Grammar, Geography or the use of the Globes, and shall pay five pounds p Annum. The Junior Class engaged in reading writing and Arethmetic, shall pay three pounds per Annum.
- 5th That the price of Navigation be three pounds
- 6th That the principal or Master have the sole power of placing and displacing his assistant
- 7th That a Committee of Aldermen be appointed to Examine the School half yearley
- 8th That this Committee set on trial with the principal in all cases, where a pupil shall have conducted himself in such Manner as to be Deem'd by the master, an Imporper member of the School, this It is presumed will prevent the Odium falling on the principal alone, and will give a solemnity to the sentence, which will have a tendency to render the pupils peticularly cercumspect.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

IN WHICH ARE CONTAINED THE
MOST IMPORTANT PASSES OF HIS LIFE
AND REIGN
FROM HIS BIRTH TO HIS DEATH
IN THE YEAR 1649
BY
JOHN BURNET
BISHOP OF SALISBURY
IN TWO VOLUMES
THE FIRST

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- 9th Notorious immoralities of any kind in which the offender shall persevere shall be deemed sufficient cause of Expulsion, so who shall Resistance of the principal or of his assistance--lying, swearing, speakeing or Acting Obseenly, Quarreling and fighting, shall be punished at the discretion of the Master
- 10th That all the Pupils be taught the Catichism of the Episcopal Church, unless otherwise directed by the Parent or Guardian
- 11th That all pupils of the Accademy attend Divine Service with the principal & ushers, and that they assemble at the school in time to answer to the call of the roll, and go in procession to the Church at a timely hour etc.
- 12th That the principal or Usher read prayers every Morning and Evening, and have a chapter read in the Holy Scriptures, the liturgy to be read through with the proper lessons & Psalms on Wednesday and Friday morning and also at every saints day and festival, usually observed
- 13th That the Ushers be Obedients to the principal in all things respecting the Oconemy of Discipline of the School, as to a superior
- 14th That the Trustees require of the County Court of Norfolk to send one Boy from Each Parish to the Accademy, who shall be Educated Gratis, and advanced to such Branches of Science within the plan of the School as their Genius may render Eleggible; That these three Boys be kept up in a regular Succession
- 15th That the Hours of attendance from the Vernal to the Autumnal Equinox, be from 6 to 8 O'clock in the morning from 9 to 12 A.M. and from 2 to 5 P.M. during the intervening period, that the Morning

attendance be dropped

16th That the Vacations be four Weeks at Whitsuntide and 4 weeks at Xmas

17th That the pupils who Absent themselves so long and so frequently as not to be able to go thro their half yearly examination, be moved down to the next Class

18th That a plain decent dress be adopted for all the pupils first class to be distinguished by a broad Black ribbon, thrown Over the right shoulder and hanging under the left, and that all the Boys of inferior Class, be distinguished by a blue Ribbon in the Button hole of the Coat, and that they always appear, both in School, in the Streets, & in Company in this dress

19th That Females be received into the School and taught any Branches of Science within the system of said School, and that a siperate appartment be allotted for them, as soon as a sufficient number Attend, to render it an Object, till then, that they set in the Lattin School

20th That every pupil on Entrance into the Lattin School pay the principal 18 / and on Entrance into the English School 6 / If these rise to the Latin School 12 / more will be paid on Admission into the said School, and that this entrance be paid only once, not withstanding a change of Masters may take place

21st That the French Tutor be appointed by the Trustees when they think it necessary and that pupils engaged in other Studies pay 40 / p Annum, and those who learn French alone, pay Five pounds per Annum

22nd That one Medal or Prize, be contended for, one in every year on such day as the Master shall appoint, by the first Lattin class, One other by the first French Class and a third by the first English Class

23rd That as soon as circumstances will admit of it, the Mathematicks, Lectures on natural Philosophy, Belles Letters & Moral Philosophy be introduced into the School, on such plan as the Trustees on Application of the Principal shall deem most for the Advantage of the Seminary

Test Alex^r Moseley T. Clerk X."

In these rules and regulations of the Norfolk Academy the influences of the English Public School and of Franklin's Academy in Pennsylvania are seen. Reverend Maury may be considered as one of the outstanding educators of his day and played as important a part in secondary education in Virginia as did Franklin in Pennsylvania. Under the guidance and tutelage of the College of William and Mary, Maury had access to the best educational philosophy of his day both in this country and abroad. He was undoubtedly a student of Collet as well as Milton and Locke. There are several significant references in these regulations. The importance of the Episcopal Church on southern education is illustrated here. At no time in its history can the Academy be considered as a secular school as such and yet there is here an Episcopal clergyman introducing that faith in the program of studies.

For the first time reference to a Board of Trustees is found in the regulations. That board has continued as a self perpetuating body from this earliest reference to the present time. Even during the periods when

the Academy has had to suspend operations, the Board of Trustees has maintained its continuing existence as a governing and policy making board.

Reference is also made in these early regulations to the provision for female students. It appears that even though such provision was made there were few if any females in the Academy and that through its history it has been a boys' school. There are occasional references to female students however.

Under the guidance of Reverend Maury the Academy must have grown as shown in the following quotation from the Lower Norfolk County Virginia Antiquary: "At a Common Hall summoned and held the 7th day of May 1787 the Commissioners appointed to let out the Building of Public School House in this Borough, reported to the Hall that they found it necessary to have some Extra work done on the same not described in the plan, directed Will^r Willoughby the undertaker, to perform the same, which he did to the value of five pounds as ascertained by Will Hobday. Ordered the Mayor to pay the same Norfolk Borough."

In the following quotation from the same source dated the 30th of June, 1787, it may be seen that the Mayor and the Aldermen were not entirely satisfied with the manner in which the school was being handled. The Reverend Maury was getting very old and his control of the Academy may have been weakening. "On a Motion Resolved That M^r Newton, M^r Robert Taylor and M^r Hansford be a Committee to Examine into the Condition and State of Norfolk Academy, and to see that the same is governed, and Conducted agreeable to the rules Established for that purpose, and that they have power to Call in two or more persons to their Assistance, for the Examinations of the Schollars if thought necessary."

"Norfolk Borough

At a Court of Aldermen Summoned and Held the 29 day of December 1788,
present

George Kelly Esquire Mayor

James Taylor Robert Taylor
Cornelius Calvert Benjamin Pollard
Thomas Newton Jun^r Paul Proby

The Court having again met for the purpose of Appointing a Principal Master to the Norfolk Accademy, do unanimously Elect Alexander Whitehead to that Office in the room of Mr. Walker Maury dec^d Ordered that the Clerk give him notice of said appointment."¹

Alexander Whitehead as Principal.

Alexander Whitehead was a native of Scotland, and a graduate of the University of Glasgow. He was admitted to citizenship January 25th, 1795 and was married to Miss Nancy Moseley on the 10th of November 1799. He was Principal of the Academy for a period of four years when he was replaced by his brother, due to his own resignation. During his term of office Whitehead was responsible for several changes in the Academy both in the rules and regulations and in the physical appearance of the school. The following quotations from the Antiquary demonstrate these changes:

"Court held January 5th, 1789,

Resolved that the Rules of the Norfolk Accademy as heretofore Established be confirmed, with the following amendments viz Rule the third, line the Second, after the word per Annum insert to be paid Quarterly - Rule the sixth, strike out the whole, and Insert that the principal Master

1. Lower Norfolk County Virginia Antiquary. Vol. 1.

shall recommend such Assistant as he may Judge necessary, to be approved of, by the standing Committee which Assistant may be displaced by the Master with consent of the Committee - Rule the sixteenth, strike out the whole, and insert that the vacations be two Weeks at Easter, and four weeks the fifteenth of September Annually

Resolved That Each Pupil pay into the Hands of the Master two Shillings and Sixpence p Annum Extra for purchasing of Fuel for the use of the Accademy." ¹

"Norfolk Borough

At a Court of aldermen summoned and held the 27th day of July 1791,
present

John Boush Esquire Mayor
Richard Evers Lee esq^r Recorder

James Taylor,	Donald Campbell)	
Robert Taylor	James Ramsay) Gentlemen Aldermen
Cary H Hansford	Paul Loyall)
& Paul Proby)

The Court takeing into Consideration the repairs and addition necessary to be made to the accademy; It is ordered that M^r Proby, M^r Ramsey, & M^r Cambell Gent or any two of them be Commissioners to examine the necessary repairs to be Made to the Accademy and that an addition of a portico fifteen feet wide the length of the house, laid with brick and flagstone be reseted and the whole lot be inclosed with good sawed pine pales and the Commissioners ascertain the expence thereof, and report the same to the Mayor on Wednesday next

"Ordered that the Vacation in the accademy be, three weeks at Christ-

1. Lower Norfolk County Virginia Antiquary Vol. 1.

mast, one week at Easter one week at Whitsuntide, and two weeks in September instead of the former Vacation

"Ordered that the appelet of the first class be a black Ribbon in the button hole instead of a sash, and the other part be expunged

"Ordered that the master of the accademy be informed that the mayor and aldermen will attend at the Accademy the 14th of September next in the forenoon agreeable to law in Order to examine the pupils

"absent James Taylor Gent

"Ordered that the price for teaching the Elements of the mathematicks in the accademy be five pounds if taught alone

"Present Cornelius Calvert

"Ordered that M^r Robert Taylor, M^r Hansford, M^r Campbell, and M^r Ramsey or any three of them bee a Committee to correct revise and amend the rules of the Accademy & report to the Court

Signed

John Boush Mayor"¹

"Norfolk Borough

At a Court of aldermen summoned and held the 3d day of August 1791

The Commission appointed to examine into the necessary repairs and addition to the accademy and report the expence attending the same, this day laid before the Court an estimate by them made, William Willoughby came into court and agreed to inclose the accademy agreeable to the plan produced with good sawed pine railes and pales and Chinquipin posts to be done in a workman like manner, for the sum of thirty pounds which the

Court agree to give it to him.

"The same Commissions are hereby empowered and directed to employ some person to make the necessary repairs to the accademy.

"Ordered that the Clerk advertise that a petition will be presented to the next General Assembly praying that a law may pass, empowering the Mayor, Recorder and aldermen to lease out so much of the land belonging to the accademy as they think not necessary for the use of the school and the money ariseing there from be appropriated for the said accademys use

Signed

John Boush Mayor"

The Reverend James Whitehead Affair.

The resignation of Alexander Whitehead as Principal of the Academy brought the appointment of Reverend James Whitehead. This gentleman was apparently found unfit for the position and the attempt to remove him from his office resulted in several hectic years. The following is, again, quoted from the Lower Norfolk County Virginia Antiquary, Volume 1.

"Norfolk Borough

at a Court of Aldermen summoned and held the 23d day of November 1792,

Present

Thomas Newton J ^r Esq ^r Mayor	
Richard E Lee esq Recorder	
Paul Loyall, James Taylor)
Cornelius Calvert Cary H Hansford) Gentlemen Aldermen
Donal Campbell & Baylor Hill)

The Reverend James Whitehead presented to the Court a certificate from the Pres^t professors of William and Mary College, purpoting his ability as a Teacher in the Lattin & Greek languages and thereupon the said

James Whitehead is appointed master of the accademy in the room of
Alexander Whitehead who hath resigned

Norfolk Borough

at a Court of Aldermen summoned and held the 8th day of January 1793

On the application of the Reverend James Whitehead for leave for Mr.
Bakewell his assistant to occupy one of the upper rooms of the Accademy,
it is the opinion of a majority of the Court, that he have leave to occupy
the same with this restriction--That he hold no servant within the accademy
and that he keep the accademy clean and should any complaint be made or
misconduct appear, that he be removed by the mayor and aldermen the Re-
corder decents to the above Order

Signed

Thomas Newton Jr mayor

Norfolk Borough At a Court of Aldermen summoned and held the 25th day
of October 1796

Present

Samuel Mosely Esq: Mayor
Seth Foster late Mayor, Cornelius Calvert
James Ramsey George Loyall
Baylor Hill, Daniel Bedinger
John K Read & Thomas Willock

The Court taking into Consideration the situation of the Accademy of
this Borough came to the following resolution, That M^r Bedinger, M^r
Foster, and M^r Loyall Gent: be a Committee to draft a petition to the
General Assembly praying for power to sell the Accademy and Land belonging
to the public School of this Borough and Vest monies arising from such
sale in a piece of ground more eligible whereon to erect an Accademy

better calculated both from situation and conveniency for use of a public school".

Although the thought of purchasing new land for the Academy is expressed here, the change was not actually made until 1840. The land for the new site on the corner of Bank and Charlotte Streets was purchased soon after this original declaration of intent. The money used for such purchase must have accrued from rental of school land and from sale of portions of the original grant for the school continued in operation at the Church Street site for many years and the actual change was not made until 1840. By this time, 1796, the commercial aspect of Church Street must have been appearing and this must have been the reason for the suggested change.

Continuing with the information quoted from the Antiquary, it is found that the Reverend Whitehead soon came into disfavor: "On a motion resolved as the opinion of this Court that the present master of the Accademy from his attendance to the parochial duties of his profession, and the doubt existing in the minds of some of the Court as to the legality of his appointment under the Law, should be requested to resign his office as master of the aforesaid Accademy

"Absent George Loyall Gent.

"On a motion Resolved that the Reverend James Whitehead is no longer considered as the master of the Norfolk Accademy

"On a motion Resolved that as the Norfolk Borough Accademy at present is without a master that public notice be given thereof in the Newspapers for three Weeks in order to furnish the aldermen with an opportunity of filling up the said Vacancy

"On a Motion Resolved that M^r Ramsey, M^r Read, M^r Hill, M^r Willock and M^r Foster Gent: or any three of them be a committee to draft an advertisement for the public papers and that they on the basis of the present compose a set of Regulations for the Government of the school in future

Signed

Samuel Moseley mayor"

Apparently Reverend Whitehead had anticipated such a move on the part of the Mayor and Aldermen for the following advertisement appeared in the Norfolk Herald on Monday, December 21, 1795:

"Norfolk Academy
1795
Advertisement

There is a Vacancy for an Assistant Teacher in the Norfolk Academy; any person of good character, who has been in the habit of teaching the English Language grammatically, is well versed in Arithmetic, and can write a good hand, will meet with generous encouragement on application to the Principal of the Academy, who is happy to inform the Inhabitants of the Borough, that he has also had assurances of the assistance of a Gentlemen who is well acquainted with every branch of science taught in the Academy, and who has been in the habit of teaching these ten years, with much reputation. By the foregoing it will be easily understood that I have not the most distant idea of relinquishing my charge as Principal Master in the Academy, as some have reported, but that I have an eager wish to render it more and more beneficial to the Public and to myself.

Norfolk, Dec. 20.

James Whitehead"¹

1. Lower Norfolk County Virginia Antiquary. Vol. V. pp. 4.

This advertisement started a controversy which was to last until April of 1797. The charges made against Whitehead seemed to encompass many things. His duties as a minister were cited as interfering with his Academy duties. There seemed to be some question as to the legality of his appointment to the position in the first place. Later he was accused of using indecent language and of having such a violent temper that he put the lives of his pupils in jeopardy. Reverend Whitehead must have been a man of strong convictions and determinations for he continued "in possession" of the Academy regardless of the attempts to oust him. It is unfortunate that more information is not available presenting his side of the controversy as the following excerpts from the Antiquary give the point of view of the Council only. Whitehead must have continued to maintain a respectable and fairly successful school with some loyal patronage during this period.

"Norfolk Borough

At a Court of Aldermen summoned and Held the 2^d day of November 1796

On a motion Resolved that the Message by the Recorder from the Committee appointed by the Court of Aldermen the 25th day of October last to draft an advertisement for the public papers respecting the Academy to James Whitehead late Master of the Academy be deposited in the Clerks office

Ordered that the Court adjourn till tomorrow morning ten o'Clock to receive the Recorders report.

Signed

Samuel Moseley Mayor"

"November 3^d 1796

The Recorder having reported that he had called Mr. Whitehead late Master of the Norfolk Academy on the 26th Ulto: with the message in writing from the Committee offering to reconsider the proceedings of the Court on Tuesday last relative to the Academy, and that he had received a written answer from M^r Whitehead couched in language too indecent (in his opinion) to be presented to the Court, that accordingly he refused to be the bearer thereof. Whereupon M^r Whitehead wrote a letter dated the 2^d instant addressed to him (Mr. Recorder) in which he refuses to accede to the said proposition declining to meet an investigation and declaring that he is resolved to oppose the Resolutions of the Court.--Therefore the Court upon mature deliberation do confirm their proceedings of the 25th Ulto: Ordered that the same be published

The Reverend James Whitehead keeping possession of the Norfolk Academy in defiance of the Court, Resolved therefore that the Mayor be requested to take the opinion of the attorney for the Borough on the Most proper measures to be adopted in order to dispossess him thereof

Resolved that the Recorder be requested to take Counsel of the most able attorneys in Richmond on the Laws and the deed, respecting the Academy in this Borough.

Signed

Samuel Moseley Mayor"

"November 17th 1796

The Committee appointed the Court of aldermen the 10th day of this instant to draw up a statement of their reasons which induced them to re-

move the late Master of the Academy reported the same which was read received and Ordered to be published

A letter from the Mayor to the Court respecting his dissent to the measures adopted by the Court at their former meeting respecting the Academy was received read and Ordered to be lodged in the Clerks office

Signed

Seth Foster"

January 28th 1797

A Letter was laid before the Court by the Mayor from M^r Wickham addressed to the Recorder which contained the following paragraph to wit,
The May &^c undoubtedly a right to remove the master of the Academy for misbehaviour, but in doing this they must proceed in a regular and legal way upon an accusation preferred against him. And It is their duty there-upon to Cite him before them, he has a right to defend himself and a reasonable time must be allowed him to substantiate his defence by proof If he is displaced without a regular and fair hearing he is entitled to relief in a Court of Law the Court taking the said Paragraph into consideration Ordered that M^r James Whitehead heretofore and now acting as Master of the Academy be Cited by its Serjeant to appear on thursday the sixteenth day of February next at the Courthouse of this Borough at Ten O'clock in the forenoon and shew why he ought not to be displaced for the following reasons, to wit, Because the parochial duties of his office which is hourly increasing renders it impossible for him to pay that attention to School which the Trustees deem indispensibly necessary

"Because the Rules and Regulations established by a former Court for the Government of the Seminary have been almost wholly disregarded and

neglected

"Because little or no attention has been paid to the Morals of the youth under his care in violation of the eleventh Rule

"Because in contempt of the said Rules he has neglected to procure assistance according to Rule the sixth, which requires the approbation of the Trustees

"Because He has been frequently admonished by those who had a right to Scrutinize his conduct that such neglect would bring the Academy into disrepute &

"Because from the well known violence of M^r Whitehead's disposition the Trustees fear some injury may be done to the persons of his pupils

"Ordered that a copy of the foregoing proceedings be delivered by the Serjeant to M^r James Whitehead, And that the Clerk issue sub poenas to such persons as may apply for them respecting the above citation

Signed

Samuel Moseley Mayor"

"February 16th 1797

M^r James Whitehead heretofore and now acting as Master of the Academy of this Borough who was cited to appear this day to shew cause why he should not be displaced as Master of the Academy, appeared accordingly, and thereupon the said James Whitehead by his Counsel objected to the Jurisdiction of the Court to remove him from his office without the intervention of a Jury and Because the Court of their Jurisdiction are not yet advised, Ordered that the Court be adjourned till Tomorrow Ten O'clock for further Consideration thereupon

Signed

Sam^l Moseley Mayor"

"February 17th 1797

The Reverend James Whitehead having yesterday according to Citation Appeared before the Trustees of Norfolk Academy to shew cause why he should not (as master of the said academy) be displaced, the Trustees after due consideration are of opinion that Notwithstanding the Law vests in them 'The sole and absolute right on nominating and appointing a Master for the said School, and of establishing such Rules and Ordinances for the good Government of the said school, as may be thought necessary.' Notwithstanding that the power and authority of the Trustees were supported by written opinion of Counsel Learned in the Law, Yet as objections were made to the Jurisdiction of Trustees, doubts were exited in the minds of the Trustees on the subject, and they being averse to the exercise of powers not explicitly granted, are of opinion that it would be proper for the present to suspend all further proceedings relative to the academy

Signed

Samuel Mosely Mayor."

The case of the Mayor and Aldermen vs. Reverend Whitehead comes to a close with the following excerpt from the Antiquary dated April 6th 1797.

"The Mayor laid before the meeting a letter from M^r James Whitehead acting master of the Academy, which was read - The Court are of opinion that they cannot act with propriety on the same, agreeable to their former proceedings respecting the Academy and therefore for the present do decline

Signed

Sam'l Moseley Mayor".

The ill-favored Reverend Whitehead held his post until 1806. The following are quoted from the "Herald and Norfolk and Portsmouth Adver-

tiser" for January 7, 1795. They will give a bit of an insight into the type of school that he ran.

"The Norfolk Academy will be opened on Monday the 12th Instant, for the Reception of Pupils, the terms of Tuition, and times of Attendance, are fixed by the Mayor and Aldermen; and have been long known to the Public. The English, Latin & French Languages; together with Arithmetic and Geography, are taught as usual. For my own conveniency, and that I might have the instruction and Morals of the Youths as much as possible under my own eye, I now live in the Academy. The Young Ladies have a separate table appropriated solely for their use, and are under my own direction; and if ever their number becomes so considerable as to employ a separate Teacher, they will have a distinct department, as the regulations direct.

James Whitehead."¹

"I would Rent that part of the Glebe which I have used as a Garden, and manured at a considerable Expence, for one or more years, on very reasonable terms, and possession may be had immediately."¹

In general, this period in the history of the Academy from the Revolutionary War to the turn of the century seems to have been a prosperous one but a turbulent one as well. The Borough was growing rapidly due to increased foreign and domestic trade and, as has been seen, the location of the Academy was already becoming unfavorable because of the encroachments of business and commerce. The men associated with the Academy during this period must have been an able albeit an independent group. Education during this period must have been haphazard in content but strictly defined

1. Lower Norfolk County Virginia Antiquary. Vol. V.

as far as discipline was concerned. It was still the privilege of the well born who could afford the tuition and not of the masses whose learning was strictly limited.

CHAPTER VI

NORFOLK ACADEMY
 1800 ----- 1840
 TARIFF, WAR AND DEPRESSION

Eighteen hundred ushered in a period of economic fluctuation ranging from a complete standstill of trade to a peak of activity just prior to the War Between the States. The trade embargoes and the War of 1812 made themselves felt in Norfolk more than in probably any other city in the country. Her life blood was her commerce and when that commerce was interrupted her whole life was disrupted. That disruption was felt especially in the Academy since during the periods of stress few people could afford the tuition, as meager as it was.

On the second of May, 1800, the Court of Aldermen met to consider the sale of more of the Academy property which was the original grant of land made by Newton and his colleagues. The following is quoted from the Lower Norfolk County Virginia Antiquary as the record of the meeting of that date: "Application being made to the Court by Thomas Newton and others Commissioners appointed by sundry persons subscribers for the building of a Church in this Corporation for the purpose of leasing a piece of ground for the building of said Church on, near the Accademy; The Court taking the same into consideration do appoint M^r George Loyall, M^r Seth Foster and M^r William Vaughan or any two of them Commissioners to confer with the said Commissioners of the subscribers to enter into an agreement with them respecting a lease, of a certain quantity of public land set apart for a public school, and to confirm the said lease for ninety nine years,

renewable for ever, upon such conditions and stipulations as they may deem conducive to the public good, and make a report thereof to the Court for their approbation and Record

Signed

J.K. Read"

In 1796, when La Rochefoucauld visited Norfolk, the school was flourishing. He spoke of "a very good school for boys there, the tuition being \$40 a year for each pupil."¹ This was the school of Whitehead whose regime has been described as being so hectic. In 1802, Whitehead continued in office, his Latin teacher was Mr. Maguire and the French was taught by Mr. Beraule. The building still in use at this time has been described as being sixty feet by twenty-two feet and two stories high. The second story was used as living quarters for Reverend Whitehead and his assistant, probably Mr. McGuire.

Act of Incorporation.

In 1804, the Academy was incorporated by an act of the state legislature, with a Board of Trustees, consisting of Littleton W. Tazewell, Thomas Newton, Jr., Richard H. Lee, Arthur Lee and several other distinguished Norfolk citizens. The board took possession of the frame school house and the lot of land on Church Street. The exact reason has not been determined but soon after the act of incorporation Reverend Whitehead saw fit to move the school to a house on Brigg's Point. This was the location for one year and then it was returned to its former place. This was undoubtedly another expression, on the part of the Principal, of dis-

1. Wertenbaker, T.J. "Norfolk: A History of a Southern Port." pp. 151

approval of having a governing body, whether Aldermen or Trustees, oversee what he was doing.

McGuire as Principal.

On August 29, 1806, a tract of land, previously mentioned, on the south side of Charlotte Street, was purchased from the Overseers of the Poor. This was to be the new site of the Academy but it was a third of a century before the change could be made. In the same year Whitehead stepped down as principal and his assistant Edward (or Edmund) McGuire became principal with Theodore Mazurie as "French and Spanish Preceptor" and Daniel Dorney as "English Preceptor".

Throughout this period the Academy played an important part in the social life of the city. Entertainments were held and lectures given in the Academy building. Much of the published verse and prose written by Norfolk citizens has been attributed to the stimulus of the Academy. The pupils undoubtedly attended Mr. Thuiller's school for dancing and music, opened in 1788, to learn the minuet and the intricate figures of the cotillion.

Little is known of the term of office of Mr. McGuire. This must have been a harrowing time and the reasons for his resignation can be conjectured. The Norfolk Gazette and Publick Ledger for January 1, 1813, carried the following news item: "At a Meeting of the Trustees of the Norfolk Academy, held on Tuesday the 29th inst, Robert L. Edmonds, A.M. was appointed Professor to fill the vacancy occasioned by the resignation of Mr. M'Guire, the Latin and Greek Languages, Mathematics, Geography, etc. will be taught in this Department. The Seminary will be opened for the reception of Pupils on Monday the 4th inst. at 9 o'clock A.M. The

prices of Tuition are regulated by the Trustees and will be made known at the Academy".

The Slaughter Fund.

Principal Edmunds was very successful in his administration of the school. It was during his regime that the one and only bequest for the establishment of scholarships in the history of the school was made. In November 1814, Dr. Augustine Slaughter, after having made provisions in his will for the care of his emancipated slaves, established a fund of three thousand dollars for scholarships. The terms of Dr. Slaughter's will are indicative of the great need of the times, the service the Academy was performing to its community and the fact that the sea was and is the life blood of Norfolk. He stipulated that the revenue from his bequest be used to train poor boys in reading, writing and navigation and that, after receiving adequate schooling, each boy was to be apprenticed to a ship master. There is no record of the number of worthy boys who received their education through the beneficence of Dr. Slaughter.

Examinations - 1816

The Norfolk and Portsmouth Herald of September 16, 1816 carried the following announcement: "The examination of the Pupils in this Seminary will commence on Thursday the 20th instant, at 9 o'clock, A.M. The Trustees of the Seminary, Parents and Guardians of Pupils are requested to attend.

Rob't L. Edmonds, Preceptor."

The same newspaper, on September 23, carried this "Communication":

"A pleasing spectacle was exhibited at the Norfolk Academy on Thursday last. This rising seminary displayed a collection of more than one hundred scholars, arranged in classes for examination in the several branches of English and Classical education. It was a scene calculated to excite proud feelings in the parents and others interested in the welfare of the town in the advancement of virtue and learning. Trustees of the Institution and Heads of families attended on the occasion. With sincere satisfaction we state that the Examination resulted in much credit to the Pupils, and inspired a confidence that Mr. Edmonds the principal Teacher, feels the high importance of the trust reposed in him--may his labors be unremitting--the duty is sacred and of the last importance to the rising progeny--a sure reward will ensue to an honest zeal and a persevering course in such exercises."

A Succession of Principals: Edmonds, Duncan, Caldwell and Robinson.

Edmunds' success was such that he, as did his predecessor Reverend Whitehead, decided that he could prosper more by being independent of a governing board. He left the Academy to start his own school and was relieved by his assistant, David Duncan in 1817. Duncan was replaced by Thomas Caldwell in 1818, and he in turn gave over the office to Henry Robinson in 1820. Little is to be found concerning the succeeding ten years. The successful school of Edmunds' time gradually declined until the Board of Trustees decided it to be the best policy to rent the Academy property to an individual to run for what he could get out of it. By this time, the Church Street location was very poor, being surrounded by mercantile establishments and tenement houses, and the old building was badly

in need of repair. Due to the protective tariff in the early thirties, business was at a standstill. A visitor to Norfolk, in 1835, was struck by "the stillness and inactivity that pervaded her wharves, streets, in fact the whole town---".

The Literary Fund.

On February 2, 1810, the Literary Fund had been established. The bill establishing the fund provided that all escheats, confiscations, penalties and forfeitures, and all rights in personal property found derelict, should be appropriated to open an account to provide funds to be distributed to county authorities for the support of charity schools. As a result of this, \$45,000 was appropriated each year. By an act of the Assembly in 1821, Academies were to benefit from this fund: "Whenever the annual income of the literary fund shall exceed sixty thousand dollars, the surplus above that sum until such surplus shall amount to twenty thousand dollars, shall be appropriated, and the same is hereby appropriated to the endowment of such colleges, academies, or intermediate schools, within this Commonwealth, as the General Assembly may hereafter designate as fit institutions for such endowment".¹

In 1835, the Trustees of the Norfolk Academy made the following report to the President and Directors of the Literary Fund. This report was called for by an act of the General Assembly passed February 26, that year:

"The Trustees of the Norfolk academy beg leave to present to the president and directors of the literary fund, the following statement of the present condition of their institution, called for by an act of the

1. Morrison, A.J. "The Beginnings of Public Education in Virginia" pp.40.

last general assembly, passed 26th February, 1835:

"The Norfolk academy was incorporated by an act passed on the 19th January, 1804, and certain gentlemen therein named were constituted a body politic and corporate, by the name of the "Trustees of the Norfolk Academy." The said act declared, that the said trustees and their successors should be capable in law to hold a certain lot or piece of land, with its appurtenances, in the borough of Norfolk, conveyed by Samuel Boush and George Newton, unto Samuel Boush, Jr., Samuel Smith and Nathaniel Newton, for the purpose of erecting thereon a school house for the use of the inhabitants of said borough, and also any other lands or tenements which might thereafter be purchased by or given to the trustees, for the benefit of said academy. Accordingly, on the 29th day of August, in the year 1806, on the sale of the said glebe lands, (lying within the borough of Norfolk and belonging to Elizabeth river parish, then vacated by the removal of the incumbent,) under the act of assembly, in that case made and provided, the trustees of the Norfolk academy became the purchasers at the price of \$7,235.

"The overseers of the poor of Norfolk county, under an order of a considerable majority of the freeholders and housekeepers of Elizabeth River parish, directing that the proceeds of the sale should be appropriated to the use and for the benefit of the academy, accordingly on the said 29th August, in the year 1806, conveyed the property to the said trustees, acknowledging the receipt of the purchase money, though that was never in fact paid. The lot first mentioned, is situated on Church Street in the borough of Norfolk, now about 170 feet on that street, by 100 feet deep, with a wooden academy house on it. The lot conveyed by the over-

seers of the poor, is bounded on the south by Catherine street, $229\frac{1}{2}$ feet; on the north by Charlotte street, 350 feet; on the east by Cumberland street, $229\frac{1}{2}$ on the south by individual property, 350 feet.

"It appears, that soon after the act of incorporation, the trustees took steps to appoint teachers to carry into effect the objects of an academy in the house, on the first named lot, and that with short intervals, there has been a regular teacher, but the trustees having never had at command any monied fund to give regular salaries to teachers, the institution has never stood on a footing which the grantors of the property heretofore spoken of desired. For the most part, however, the trustees have merely rented the academy house to some teacher, who kept a school on his own private account, and it is now occupied in that way. The house is entirely unsuited to the purposes of a literary institution, being a very old, crazy, wooden building, unfit for the residence of tutors, or the accomodation of such a school as this borough would afford to an institution on a large and liberal plan. The only sources of income of the academy, have been, first, the ground of Christ church, (built on a part of the academy lot proper,) which was, however, consumed by fire in October, 1827, and the trustees of the church released upon the payment of two years rent; also, the rent of a blacksmith's shop on another part.

2nd. The renting of several small old wooden houses on the glebe lot.

3rd. The rent of the academy house itself, from time to time, when not occupied by a teacher elected by the trustees. The income, however, from all these sources, has not been more than sufficient hitherto to defray the current expenses of the academy, for the repairs of the buildings, and the payment of the salaries of teachers, when teachers were from time to time

elected and paid by the trustees. Moreover, on the transfer of the glebe lot above spoken of, the overseers of the poor, (by whom the transfer was made, under an order from a large majority of the parishioners of Elizabeth river parish,) insisting on payment of their commissions of five per centum, on the amount of sales, to-wit, on \$7,235, the trustees were obliged to borrow the amount of those commissions of one of the banks, to wit, the sum of \$361.75, the repayment of which with interest, has been a very large item in the consumption of their available funds derived from the sources above specified.

"The income of the present year is \$20 for the glebe houses,
 200 for academy,
 36 for blacksmith's shop,
 132 interest on sale to Presby-
 terian church,
 30 on bank stock.

"The \$132 interest arises on a sale of a part of the academy lot proper, same about two years ago to the Presbyterian church of this borough the principal sum being \$2,200. This sum of \$2,200 with \$550 of Farmers bank stock is the only monied capital owned by the institution.

"The trustees exceedingly regret, that truth obliges them to present to your board, and through you to the legislature, so melancholy a view of their institution and of its entire inefficiency in subserving the truly beneficent purposes of its endowment and incorporation. They flatter themselves, however, that a better day is beginning to dawn upon it, as well from the awakening interest which is beginning to be felt in the town itself to its resuscitation, as the hope that is fondly entertained, that the state herself, in dispensing the surplus of her literary fund, will regard with an equal eye, an institution which needs very little to establish it

on a sure and useful foundation.

"The trustees cannot forbear to express the mortification they feel at the fact, that the most ancient borough in the commonwealth, with a population of ten thousand people, should not possess a first rate high school, and that consequently the rising youth of the town are compelled to be sent to distant schools, in parts of the Union more alive to the benefits of science, at an age when the restraints of parental discipline are most needed, at an expense out of all proportion to the advantage gained, and it must be added, frequently to the manifest injustice of other members of the family.

"They however, fervently hope there will soon be no further occasions of mortification from this cause, since they are determined to do whatever their present means, with those they fondly trust the state will confer from her literary fund, will accomplish to remove the reproach.

"The present building, as above remarked, being entirely unfit for the purpose, the trustees propose to put up a commodious and solid edifice in its place. This they expect to be able to do by the sale of the academy lot proper, which it is supposed will bring \$5,000, which added to \$2,200, the proceeds of the sale to the church, and \$500, the amount of bank stock, will be \$7,750, a sum perhaps little short of what a suitable edifice would cost. The excess, the trustees doubt not, may be readily had from other quarters, nay, they feel persuaded there would be no difficulty in obtaining it, could they but assure the people of the borough, that when such a building were erected, the state would take it under its parental care, and if not wholly maintain learned teachers within its walls, at least pledge itself to a liberal share in their maintenance.

"It is under the hope held out by the act of assembly first above alluded to, that the trustees will be able to assure the citizens of the borough of the interest which the state feels in the education of her citizens and of the aid which she is prepared to give to the Norfolk academy, that they make the foregoing report to the president and directors of the literary fund, and respectfully ask that the same may be made known to the ensuing legislature in such form as they may deem proper.

By order of the trustees,

Swepson Whitehead, Pres't."¹

Research has not disclosed what action was taken by the Directors of the Literary Fund in response to this eloquent plea. It is possible that some money was sent to augment the fund spoken of and there was probably a modicum of assurance for provision of proper maintenance for the teachers to be employed. It is known that within five years the Board of Trustees took the step they had been contemplating for many years and built a new Academy building on the land which had been purchased so many years before.

John P. Scott.

The sad state of Education in Norfolk served as a challenge to one doughty individual, John P. Scott, who rented the "crazy" building from the trustees and set up his own school. The following advertisement appeared in the Norfolk and Portsmouth Herald of December 30, 1835.

"To the Inhabitants of Norfolk, the Subscriber, a graduate of Trinity College, Dublin, having been occupied during the last ten years in the Instruction of Youth in public institutions, over which he presided, having

1. House Document No. 31, General Assembly 1835-6. pp. 59-61.

given evidence of his competency, he flatters himself, both previously to and subsequently to his arrival in this country, respectfully informs the inhabitants of Norfolk, that he intends to permanently locate himself in this Borough--Deeming it unnecessary to give a list of the names of his former patrons, he refers at present, to John Tabb and Charles H. Smith, Esquires, and (if necessary) to any of the gentlemen in Gloucester County, wherein he instructed as Principal of the Newington Academy for the last five years. The session will commence on the 1st Monday in January next. Mr. S. offers his services to young gentlemen preparing themselves for any of the Colleges or University or to those considering a critical knowledge of the Classics an essential in the attainment of any vocation.

Terms

For the English branches and the rudiments of the Latin and Greek Languages	\$40.
For the higher Classics	\$50.

Dec. 18

John P. Scott."

Mr. Scott was successful in setting up his own school and conducted it until he was asked to take over the new Norfolk Academy in 1841. The following biographical sketch of John Scott is taken from the Antiquary: "Mr. Scott is said to have been a good classical scholar, and had taught in Norfolk for many years before he connected himself with the Academy. He was a large man, Irish by birth, and had passed middle age when he took charge of the school. He was of quick temper, tradition even recording that when the weather was warm and the boys were obstreperous, he would swoop down upon the young culprits, seize one by the collar, and, to the

terror of all, huddle him out of the nearest window. It is not surprising, if this be true, to learn his administration was short lived."¹

1. The Lower Norfolk County Virginia Antiquary. Vol. IV. pp. 34.

CHAPTER VII

NORFOLK ACADEMY
 1840 ----- 1865
 A PERIOD OF PROSPERITY AND SERVICE

The second great era in the history of the Academy started with the proposals on the part of the Trustees to erect the new building. Thomas U. Walter was employed as the architect. Without doubt Mr. Walter was the outstanding man in his field at that time. He had successfully carried out plans left by Stephen Girard for the buildings which constituted Girard College. This was one of the most notable of the earlier attempts in this country to work out an extensive and unitary architectural composition. Mr. Walter was later charged with the remodelling of the Capitol in Washington. He took the Temple of Theseus in Athens as his model for the Norfolk Academy and designed an outstandingly beautiful structure although a structure ill-fitted as a modern school. In early 1840, the following announcement appeared in the local papers:

The New Building.

"The Building Committee of the Academy are advertising to receive proposals for erecting a building on the large square bounded by Catherine, Cumberland and Fremason Streets, and the model which we have seen will form unquestionably an elegant and imposing structure. The building will be required to be completed in September, and, we doubt not, the Trustees will be maturing in the meantime the system of instruction to be pursued in the institution. It cannot be disguised that the elementary schools of the South are defective in that regular and equal education, which im-

proves the reasoning powers as well as the imagination. They are deficient in all branches of science. And this unequal and imperfect elementary course produces bad effect which the studious attention of after years can hardly eradicate. We blame nobody but the people themselves, and most certainly not the worthy men who have taught our classical and general schools in past years. What teacher, for instance, could afford to devote all his means as well as his time, in opposition to the old system, unaided by the influence of those whose pride it ought to be to sustain the cause of education. If we seek to introduce a better system, we must act in concert, and the arrangement of the new institution will afford our citizens an opportunity of so doing. The proper sub-division of time and labor, with ordinary ability in the teaching department, is the real secret of success. We would observe that our remarks do not apply to the female schools of the Borough, which have been steadily advancing for several years, in the range of their instructions."¹

Norfolk, March 24, 1840

"Proposals - The Trustees of the Norfolk Academy invite proposals until the 20th of April, for the erection of a building to be used as an Academy or High School, to be placed in the centre of a square, the dimensions of the building ninety by forty-six feet, two stories with basement. Separate offers will be received for the brick work, carpenters' work, slating, plasterers, etc. Offers will be received for undertaking and completing the entire building, furnishing and including all the materials; the work to be done in the best and most substantial manner.

"Plans and further particulars can be seen at the store of Mr. C.

1. Lower Norfolk County Virginia Antiquary, Vol. IV pp. 150.

Hall. The work to be completed by the 10th Sept'r

O.B. Barraud)	
J.H. Behan)	Building Com'tee" ¹
C. Hall)	

The Corner Stone of a New Building is Laid.

The laying of the corner stone for the new Academy building was a festive and grand occasion. The following account is taken from the Antiquary which quotes a newspaper of May 1840:

"The Corner stone of the new Academy will be laid this afternoon at the hour specified in the programme, and the citizens of the Borough and all respectable strangers, are requested to attend at French's Hotel at the precise hour. It is indispensible that exactness should be observed, as a failure of the procession to depart in time will retard the progress of the other proceedings.

"Our readers are aware that the lot on which the Academy will be built bounds Catherine street on the West, Cumberland on the East, Charlotte on the North, and on the South is separated from Freemason by an intervening space of 150 yards, a distance unobstructed, as it is by house, that will display the structure of the Academy with full effect. We will speak of the building hereafter and will add now that it will be one in every respect worthy of the noble purpose for which it is designed.

"The Rev. Bishop Chase" (Philander Chase, born in Cornish, New Hampshire, in 1775, graduated at Dartmouth, in 1795. Went to Ohio in 1817, and in 1819 laid the foundation of Kenyon College. Was made Bishop of Illinois in 1835. Died in 1852) "now accidentally with us whose name as

the father of Kenyon College and of another institution which will, we trust, in good time rise and prosper, will perform the religious rites of the occasion.

"We invite the attention of our citizens to the annexed paragraph of the order of the celebration: The procession will be formed at the long room at French's Hotel," (afterwards the National and then the Purcell, and now occupied as a furniture store) "this afternoon, at half past 4 o'clock precisely. The procession will move from French's Hotel, up Main Street, to Fen Church street, through Fen Church street, down Church street to Main Street, along Main Street to Catherine street, up Catherine street to the residence of John Southgate, Esq., where it will halt, and will be joined by the Right Rev. Bishop Chase, of Illinois, who is invited to assist in the ceremonies. The procession will then continue along Catherine street to the Academy Square.

Programme
Band Music
Chief Marshall

His Hon the Mayor of the Borough
The Sergeant of the Borough, bearing the
Ancient Silver Mace.

The Hon'ble Recorder of the Borough
Honorable Court of the Boro' of Norfolk
The President and Members of the Common Council
The President and Trustees of the Norfolk Academy
The Building Committee, and the Chairman
Carrying the plans of the building.

Marshall

The Clergy of all Denominations
The Honorable Ex-Governor of Virginia
Members of the Bar of Norfolk and the adjoining
Counties

Marshall

The British Consul, The Spanish Consul,
The French Consul, The Portuguese do.
The Brazilian Consul.

	Officers of the Navy and Army.	
	The Apprentices attending School on board	
	the U.S. Ship Delaware, under command	
	Cap't. C.W. Skinner.	
Marshall	Civil Officers of the Federal Government	Marshall
	The Chamber of Commerce	
	The President and Members of the Norfolk	
	Provident Society.	
	The President and Members of the Norfolk	
	Benevolent Mechanic Society	

Music

	The President and Members of the Madison	
	Society, bearing the Centennial Banner	
	of the Borough of Norfolk.	
	The Teachers and Pupils of the Schools of	
	the Borough of Norfolk and its vicinity,	
	headed by a Banner-	
	"Science is the light of life," etc.	
	The Children of the Borough and Vicinity	
	Citizens and Strangers generally	
	Young Men generally	
Marshall	The Members of the Independent Society	Marshall
	of Odd Fellows of Norfolk	
	Officers and Members of Washington	
	Lodge No. 2	
	Officers and Members of Lafayette Lodge	
	No. 9	
	Officers and Members of Harmony Lodge	
	No. 19	
	Officers and Members of Jerusalem Encampment	
	No. 4	
	Portsmouth Naval Lodge No. 100	
	Napthali Lodge No. 56	
	Norfolk Lodge No. 1." 1	

"Norfolk Academy"
The Laying of the Corner Stone

"We can assure our distant readers, what those in this vicinity know without our aid, that the celebration of Monday afternoon was imposing in the first degree, and in its magnificence imaged the deep interest which the cause of a liberal and generous education has inspired in this com-

munity. It surpassed the expectations of the most sanguine. Party spirit was gone for the nonce, and men of every shade of opinion mingled in the offices of the occasion. The distant reader, we say, can form some idea of the numbers of the procession, when we inform them that, several marching abreast, it extended nearly a mile. As the long line passed down Main Street, to the sound of music with the mystic symbols of the different institutions borne along, and with their banners all flying, the windows in the lofty houses on either side crowded with the fair and the beautiful, who had sought the position to catch at a glance the procession in its vast extent, the scene was finally fine. It looked like a spontaneous gathering of people advancing to greet their deliverer.

"We have already published the programme, and we refer to it as a faithful outline of the picture; but it cannot convey anything like a true idea of the actual pageant. The ancient Mace of the Borough made of silver, and giving back the rays of the sun from its burnished surface, was borne by W.W. Lamb, Esq., and attracted much attention. The staff on which the crown rests is about three feet in length, and the weight of the whole is very considerable. It was presented to the Borough in the year 1753 by the Hon. Robert Dinwiddie, Lieut. Gov. of Virginia, and our worthy court have very properly taken good care of it, not only for the sake of the donor, but for that important and solemn lesson which it reads to every citizen of the republic--reminding him that the land on which he treads was once subject to a foreign king, and that it will again become the prey to a foreign master, unless the people are wise and virtuous, and especially inculcate upon the rising generation those principle of useful knowledge which will enable them to contend for the truth, and inculcation

of which the structure which they were then about to found would never prove the most efficient auxiliary.

"There was one part of the procession which gave great pleasure to the beholder. We allude to the phalanx of boys from the different schools, accompanied by their instructors, and the naval apprentices from the Delaware line of battleship, attended, we were pleased to observe, by Cap't. Charles W. Skinner and several of his officers. It is to the open countenance given to the naval apprenticeship system by the highest officers of the service that we look for its ultimate and complete success. We did not count the naval apprentices but their number was respectable, and all were neatly dressed in blue jackets, white trousers and tarpaulin hats, their ages ranging from, we would judge, ten to eighteen, and their height varying in proportion. The flag borne at the head of the deputations from the different schools was neatly designed and highly appropriate. It was a white banner, in which was sketched the Bible opened at the fourth chapter and the second verse of Proverbs, which reads: "Wisdom is the principle thing; therefore get wisdom." Near the Bible is seen a massive volume on the arts and sciences typical of the intimate connection between the philosophy of man and that other and nobler philosophy which is worth everything else besides, and which it is our blessed privilege to enjoy as it is our duty to uphold. A rising sun is also seen, pouring his light, as it were, upon the pages of the volumes, so that he who runs may read. And over all is the motto taken from an inscription for the corner-stone, of which we will presently speak; and translated into English: "Knowledge is the light of life and the life of liberty." A sentiment as true in itself as it was appropriate on such an occasion.

The banner was painted by John Crawley Esq. whose brush has so frequently added effect to the public celebrations of our Borough, And we would state that many of the boys from the schools bore scrolls in their hands, which, we are told, represented their progress in drawing, writing, composition. When the head of the procession reached the residence of John Southgate Esq. on Catherine Street, with whom the Rev. Bishop Chase is sojourning, it halted, and the venerable prelate was escorted to the place assigned him by Otway B. Barraud and James H. Behan, Esquires, of the Board of Trustees, and members of the Building Committee. When the procession had entered the spacious square of the Academy, and formed in order, the Rev. Bishop was escorted by the Trustees to a platform above the spot where the corner stone was to be laid, and pronounced an eloquent prayer which we regret we cannot lay before the reader. When he concluded, the mystic of the Masonic and Odd Fellows Societies were performed, and the address, which we give on another page, was delivered by Col. Garnett the official head of the Board. Our readers will award it the just merit which it deserves. If we were called upon to point out the most imposing scene of the day it would be when the Bishop rose to pronounce the prayer. The square was filled with people, and every eminence in the vicinity was crowded. There seemed a sea of heads. The evening itself was beautiful. The sky was without a cloud, and a stirring breeze prevented that sense of heat which so vast an assembly engenders. Above this audience, which could not have been less than four or five thousand, rose the Bishop, stately in stature, and venerable in years, and especially for his services in that great and good cause in support of which he was about to invoke the blessing of heaven on our infant institution. He

was attired in the flowing robes of the Episcopal order, and inspired by his presence alone the respect of every beholder. The heroic exertions of the speaker in the cause of education were fresh in our minds, his traverses by land and sea to build of his favorite Kenyon College, the success of the institution, his exile, as it were, from its cherished portals, and his noble determination, at an advanced age, to subdue the forest and build up in the trackless wild a seminary devoted to sound learning and to that Christianity which sustained him in all his toils and crowned his weakness with triumph. The scene called to our mind the painting of Paul preaching at Athens, but still more forcibly the preaching of Whitefield as described by Franklin, when the orator visited the colonies some years before the Revolution, and when the pulpits of the churches were closed against him, and he spoke in the open air to the thousands who gathered about him. The articles deposited in the corner stone were contained in a copper box, and among the, first in importance, was the silver plate bearing on one side the following inscription:

AE dem hanc c c,

Quam gratia publica ac privata,
 Valde futuri haud improvida,
 Construi Jussit,
 Prae fecto ubis Milesio King,
 Reipublicae Gubernatore Thoma W. Gilmer,
 Civitatum Foederatarum Principe,
 Martin Van Buren,
 Die Maii vices quin A.D. MDCCCXL
 A.R. LXIV.
 Juventutis ingenuae spei reipublicae
 Literas utiles simul et humaniores
 Colendae usui
 D.D.D.
 Urbis Norfolciensis Civitatisque
 Virginiensis Senatus
 Acaademicus
 Scientia lux vitae vitaeque
 Libertatis
 R.S.S.

"Which we roughly translate as follows:

'The Trustees of the Academy at Norfolk, Va., dedicate this temple, which public and private munificence, wisely provident of the future, has decreed to be built, to ingenuous youth-the hope of the Republic-engaged in acquiring useful and elegant literature,-on this 25th day of May, in the year of our Lord 1840, and of the Republic 64: Miles King Mayor of the Borough, Thomas W. Gilmer Governor of the Commonwealth, and Martin Van Buren President of the United States.

* * * * *

'Knowledge is the light of life and the life of liberty.
May the republic endure for ever.'

"On the other side are engraved the names of the Trustees, as follows:

Col Wm Garnett, President		
Benj Pollard, Sec. and Treasurer,		
Miles King,)	
Thomas Williamson)	
Dr William Selden, Jr.))	
Caleb Bonsal)	
Tazewell Taylor)	Trustees
James H. Behan,)	
W.W. Sharp)	
O.B. Barraud,)	
C. Hall)	

Building Committee

O.B. Barraud
James H Behan.
C. Hall.

Architect

Thomas U. Walter of Pa.
Engraved by W. Pearce, Norfolk.

"The box also contained the Americal Almanac for the current year, a variety of coins of our own and foreign countries, a glass vase in which were enclosed certain masonic documents, the papers of the day, a

copy of the Constitution and By-laws of Washington Lodge No. 2, of the Independent Order of the Odd Fellows of Virginia, which society was present during the ceremony of laying the stone, a print of the Declaration of Independence with the arms of the old thirteen states, and other memorials of the present times. Among the coins was the ancient gold piece found in the excavations made in filling up the Public Square, and described in the Beacon some eighteen months since. The ceremonies of laying the stone having been duly performed, the Rev. Bishop Chase pronounced the benediction and the crowd retired. The afternoon passed off without the slightest accident, a result which may be attributed partly to the nature of the occasion, enlisting as it did, the sympathies of all, and partly to the excellent management of the Chief Marshall, Cap't. John Capron, and the assistant Marshalls Messrs Duncan Robertson, John H. Butler, R.W. Bowden, and Gaston C. Lecompte. By the way the Marshalls bore in their hands that ensign of authority, the Roman fasces, the eagle of our country taking the place of the ancient axe. The effect was very good. Not ought we to omit to mention in the strongest terms the assiduity of C. Hall, Esq. one of the building committee, whose judicious arrangements and good taste were eminently conspicuous. We were pleased to see the Centennial Banner of the Borough borne by the Madison Society, a literary association that has recently risen among us, and which promises well for the improvement of its members in eloquence and literature. We cannot close this account without an allusion to the favorable auspices attending the birth of the new Academy. The zeal exhibited by all attests the interest of public expectation. Something more than a mere school is anticipated, and, although some time must elapse before professorships can be endowed, it was impos-

sible not to see from the immense numbers of boys joined in the procession or were present in the quare, that the material exists for one of the largest and most flourishing seminaries in the country. The people have only to be true to themselves and they will succeed in building up a noble institution. And that they may have the prudence to perceive and the firmness to do what the lasting interests of their children dictate, is our sincere wish."¹

It is worthy of note that in 1917, when the Academy building on Bank and Charlotte Streets was sold to the city, the Board of Trustees at that time tried unsuccessfully to find the corner stone and its contents described here. As far as can be determined at the present writing the corner stone and the copper box are still part of the structure which is now the Juvenile Court. It is unfortunate that the high ideals and plans of the period were never carried out. During its entire history the Academy has never had the "endowed professorships" anticipated although over one hundred years have "elapsed".

The following "Hym" was written for the occasion just described. It is quoted from the Antiquary, Vol. IV, published in 1904.

"O Lord! when o'er the waters wild
Our fathers sought a barb'rous land,
Thro' years of toil thy mercy smiled,
And open was thy bounteous hand;

And when the gathering war cloud rolled
Its thunders deep o'er land and sea
Thy hand upheld their banners bold,
And wrote their names among the Free.

1. Lower Norfolk County Virginia Antiquary, Vol. IV pp. 150-156

Our Fathers' God! we praise thy name
 As now we find this votive sane,
 O! Kindle here thy sacred flame,
 For else the builder builds in vain.

O! Lord! be thou our children's Guide,
 And when our limbs return to dust,
 Be thou their ever-living pride,
 Their sovereign Joy, their steadfast Trust.

C."

Colonel Garnett's Address.

One of the old Norfolk families whose members have been associated with the Academy through the years is the Garnett Family. They have been represented on the Board of Trustees or the faculty for the last one hundred years.

As President of the Board of Trustees in 1840, Col. William Garnett delivered the address at the laying of the corner stone. The following is his address:

"We have assembled, fellow citizens, to lay the corner stone of a Seminary of learning, which we humbly trust, is to confer lasting benefit, not only on our offspring of the present day, but upon numbers yet unborn. On such occasions, it is customary to add to other ceremonies, an address from some person deputed for the purpose, and in consequence of my official relation to the institution, this task has been assigned to me. Most sincerely do I regret, that it has not been committed to one more competent to use so fit an opportunity to advance the interest of the Seminary we are about to establish. Unaccustomed, as I am to public speaking, I sensibly feel my insufficiency to do justice to the occasion, which has called us together. But as it has been decided, that I am to perform

this duty, I will endeavour to fulfil the wishes of the Trustees to the best of my ability. The first topic which suggests itself, is the great responsibility which rests upon us as Trustees of this Academy, and our imperative duty to be faithful in discharging the obligations we have assumed. Upon us devolves the most important and responsible duty of selecting fit and able instructors. And as very much depends upon the care and judgement with which that selection shall be made, we cannot be too circumspect in our choice, or use too great precaution to obtain such as are unexceptionable in their moral and religious principles and 'apt to teach'. Men deeply impressed with a sense of their accountability both here and hereafter, for the manner in which they shall discharge the duties of their station; teachers, who will habitually enforce the obligation of the young 'to remember their Creator in the days of their youth,' and carefully train them up in the way, (which we have the authority of Holy Writ for saying) they will not depart from in maturer years, if properly instructed therein. Securing thus, in the characters of our professors, the only solid basis of good education, we should also make the most ample provision for the intellectual improvement of our own pupils, embracing a course as liberal and extensive as our mean will permit. And for the proper discharge of these high obligations, we are to select the agents. Great and fearful responsibility (and deeply culpable shall we be, if we are negligent in the performance of a trust so sacred) fraught with such momentous consequences to the youth for whose benefit we act. That the task is beset with many difficulties, we should be fully aware, and prepared to use every exertion to obviate them. It seldom happens that the trustees of a seminary of learning have it in their power to

choose teachers from their own knowledge of their characters, talents and acquirements; and such is the laxity of morals, so notoriously prevalent, in awarding testimonials of merit to those who seek offices, as to render them generally very unsafe guides to a proper selection. A point so vulnerable cannot be too cautiously guarded; nor can we use too much care in scanning testimony, usually given with so little regard to truth and propriety. The success we command depends very much on the manner in which we shall commence. If, unhappily, we should, by negligence in the choice of our teachers, bring disrepute upon our Academy in the beginning, it may take years to repair the mischief, if, indeed, it can ever be repaired. Duly sensible of this, let it be our aim to elevate this institution at once, to a standard which will compare favourably with the best in our country. Let us, in the choice of our teachers, determine, inexorably, to demand talents of the highest order, acquirements extensive and vouched for by the most unimpeachable testimony; and, last but not least, diligence and well attested aptitude, in imparting to others, the knowledge which they themselves possess. For, strange as it may seem, it is nevertheless true, that the last mentioned requisities, are often found wanting in men of undoubted talents and information. Hence, the necessity of particular care to avoid defects so fatal to the utility of a teacher. Such is a brief summary of our duties as Trustees, and of the principal points to which we should direct our attention in the selection of teachers for the Norfolk Academy. Should we succeed in the fulfillment of these demands then we may hope to secure public confidence and to deserve public approbation. Numbers, now either lukewarm or inattentive to the progress of our institution, will be enlisted in its aid, multiplying its re-

sources and lending all their influence to the advancement of its interests. Deeply impressed, as I trust we all are, with the weight of our responsibility, the great good we may accomplish by a faithful discharge of our duty, and the censure we must justly incur by negligence in its performance, we have the highest motives to command our best exertions to fulfill the obligations we have assumed. May I now claim your indulgence, for a few moments longer, which I shall occupy in making some remarks to our fellow citizens generally, who have united with us, in the performance of a ceremony so gratifying to us all. Though our responsibilities as Trustees of the Academy, may be greater and more immediate than yours, yet are you under obligations, in relation to it, no less binding upon you than are those upon us, which exclusively appertain to the Trustees. Much of the usefulness, which we anticipate for this institution, depends upon aid which it must derive from you, if it shall fulfil all that we hope and desire in its behalf. Without a considerable augmentation of its funds we cannot expect to extend the benefits of education to a number nearly commensurate with the liberal accommodations which this building will provide, and we confidently appeal to you to supply the deficiency. Money thus expended, you can never regret. Surrounded as you will be, by daily evidence of the good resulting from your bounty, it will afford you a perennial source of gratification, amply compensating for all you may give to secure so great a benefit. But you will have discharged, in part, only your duty to this institution if your labors rest there. You must do your duty to those also whom you place under its direction, before you can hold it accountable for the improvement they make. Fruitless will be the best efforts to educate your

children well, if a proper foundation be not laid, at home upon which to raise the superstructure. It is here, that you are to develop the moral principles, which must be the basis of all effectual instruction. It is in the morning of life, only, that we can generally succeed in giving to the mind the moral impress, which is to decide its fate whether for good or for ill. Whilst it is yet pliable, and susceptible to good impressions only, can we engraft the principle of subordination, so essential, that without it, the most untiring efforts of teachers must prove unavailing or so limited in their results, as to be a source of never ending regret to those whose mismanagement such disastrous consequences have ensued. We, therefore, entreat you, as parents and guardians, to remove this great stumbling block to modern education - we call upon you for zealous co-operation, with the teachers of your children and wards, to secure to them all the advantages, which you hope for them, from public instruction. The most certain means to the attainment of an object so much to be desired, is to use all care and diligence to place them, in the hands of their instructors, properly trained, duly impressed with the pervading sense of their responsibility, as accountable being, and fitly prepared to render the obedience indispensable to the success of any system of education. It has been the opprobrium of southern education particularly, that the duty of subordination to lawful authority, is very imperfectly recognized, and even partially enforced, with the greatest difficulty. A complaint so general, cannot be without a cause adequate to a result so much to be deplored, and which it behooves us so speedily to remove. For how can it be expected of a teacher to command obedience or impose restraint upon one who has never been taught to yield the former or to sub-

mit to the latter, by his natural guardian, aided as he would have been in the enforcement of this salutary discipline by the constraining influence of natural affection. Utterly vain and illusory must such an expectation prove, if indeed, it can be entertained by any. As reasonably might we hope to calm the raging elements by a word from our lips as to exact obedience and enforce submission to necessary restraint, from one who has never been subjected to such discipline at home. Discarding then such irrational hopes, let us, at once, apply the only remedy, which promises the least hope of success, in removing this acknowledged defect in southern education. Begin in time, to impart the principles of due subordination; teach your children early to moderate their desires, restrain their inclinations, and, whilst they are yet docile and susceptible to almost any impression you may choose to make, strive earnestly to form in them habits of order, economy and industry. By such a course of education, only, early commenced and steadily pursued, in humble reliance upon Divine aid, can we properly prepare those, who, in the Providence of God, have been committed to our care, to receive the full benefit of the public instruction, for which we are not making provision. Today will be an important era in the history of our Borough. Today, we have laid the corner stone of an institution long contemplated, but until now unavoidably postponed, for want of adequate resources. Many of the impediments which caused us to move so tardily, have, at length, been removed, and we are now prepared to press forward, with energy, the completion of our building. To you, we look for additional aid; for your hearty co-operation to make this Academy all we desire - inferior to no Seminary in the State, and an honorable and enduring monument, of the public spirit of the

Borough of Norfolk, and the beneficence of a distinguished individual, now no more (the late Phillip R Thompson) - He now rests from his labors, but this work which he so largely contributed to erect, we trust, will long remain, to testify to his worth, to claim our gratitude, and to enbalm his memory deeply in our hearts."¹

Unfortunately little is known of the extent of the "beneficence" of Phillip R. Thompson. He probably contributed the necessary monetary backing to supplement the accrued money to erect the new building while the contribution of the Literary Fund was probably only a promise of support in the future. Although this oration of Col. Garnett was given over one hundred years ago its meaning and significance is such that it could be repeated today and still have the same much needed appeal to the Board of Trustees and to the parents and guardians of the pupils.

As has been shown, the first Principal, John Scott, must have taken Col. Garnett's plea to teach the pupils "due subordination" too literally for his connections with the Academy were soon severed due to his bad propensity for throwing disorderly boys out of the nearest window. The report of the Trustees for 1842-1843 speaks of John P. Scott as Superintendent with eighty pupils. In 1844, William F. Hopkins, a graduate of West Point became Principal and the Academy became a military school.

Norfolk Military Academy.

The Norfolk Ledger Dispatch for July 24, 1931, in an article "Norfolk Academy - A link With the Past" states that "in 1848 the school was in a flourishing condition, in great contrast to the conditions in the

1. Lower Norfolk County Virginia Antiquary. Vol. IV. 1904 pp. 157-160.

30's. There were then 85 students attending. The sessions in the splendid new building, girls having been eliminated, and military features added probably induced by the excitement of the Mexican War. Then and also at a later period, the name 'Norfolk Military Academy' was used, and after the second incorporation of the military, the school was operated so as to retain the same initials, as the 'Norfolk Male Academy'."

The Regulations of 1844.

The regulations of the new military school, published in 1844, are interesting in this study of the history of one academy covering two hundred and twenty years. The fourteen page booklet is entitled:

"Regulations
of the
Norfolk Academy

Norfolk:

T.G. Broughton & Co., Printers

1844

NOTICE

"Every pupil of the Academy will be supplied with a copy of this book, which is to be examined and signed by his parent or guardian, who will thenceforth be held pledged to co-operate with the instructors in enforcing the regulations, for the good of the pupil.

"The latter is required to preserve the copy, in school, in good order, with his name written upon it, and ready to be exhibited to the Principal when called for. Any boy failing to produce his own copy when required, must, besides being punished, purchase a new one at 12½ cents."

The only copy of this booklet available has the signature of Wm. Taylor DeBree, Jan^y 5th. 1846.

"REGULATIONS, &c.

ARTICLE I

ORGANIZATION.

#1. This Institution is divided into two distinct Department, viz: 1st. The Academic or Senior department; and 2d. the Preparatory School or Junior Department. The Principal will exercise a constant, and equal supervision over each department.

#2. The senior department will receive boys of 12 years of age, and upwards; but, in cases of unusual forwardness, boys somewhat younger than 12 may, at the discretion of the Principal, be admitted into this department; and in like manner, boys over 12 years of age, if unfitted for the higher course of study, may be assigned, by the Principal, to the Preparatory Department.

#3. The Preparatory (or Junior) Department will receive boys of 7 or 8 years and upwards, who are unprepared for the higher department.

ARTICLE II

TERMS OF ADMISSION

#1. The price of tuition in the Senior Department will be \$50. per year, payable quarterly, in advance. In the preparatory school, the price will be \$30 per year, payable quarterly, in advance. The French language will be taught to pupils in either department, for \$18 per year additional, payable quarterly, in advance. Payments may be made by parents and guardians, at their option, for a year, a session, or a quarter; but in no case will a pupil be received, who does not present to the Principal, the

Treasurer's receipt for at least one quarter in advance.* (*The Academy having no revenue except that derived from pupils, the condition of pre-payment is indispensable to justify the Trustees in making contracts with teachers and others. The money lies with the Treasurer and cannot be drawn by the teachers till it is due to them.) No money will be refunded in cases of expulsion, or voluntary withdrawal.

#2. The entrance of pupils at irregular times is a cause of loss to themselves, and of confusion and inconvenience to the school. It is earnestly recommended that they be entered, if possible, at the beginning of the session; i.e. just before the 1st of Oct., and the 1st of April. Pupils may also be entered at the beginning of a quarter, if their parents deem it expedient; but none will be received at any other time, unless the delay be caused by illness, absence from town, or the fulfillment of previous contract at another school.

#3. In the last week of Sept., the 3d week of Decr., the 2d week of March, and the 3d week of May, respectively, applicants will present themselves to be privately examined for admission. Each one found qualified will receive a certificate, which is to be handed with the tuition fee, the Treasurer of the Board of Trustees, who will give his receipt. The receipt must be brought to the Principal, who will then, (and not before) assign the pupil to the division and section for which he may have been found qualified.

#4. Qualifications. A pupil of about (or over) 12 years of age is qualified for the Senior Department, when he is well versed in elementary English branches; as reading, spelling, writing, English grammar, geography, and arithmetic, so far as to include proportions and fractions. To

enter the Preparatory School, a pupil must have made some progress in spelling, and writing.

\$5. Every pupil will be furnished with a copy of these regulations, which he is required to preserve, and both he and his father (or guardian) will be considered as assenting to them, and bound to comply with them.

ART. III

GOVERNMENT

#1. The control of this institution is vested by law, in a Board of Trustees. They administer its funds and other property, prescribe its regulations and course of study, visit and inspect it at their discretion, appoint its faculty, and have the ultimate decision of expulsion.

#2. The faculty consists of a Principal, a Master of the Preparatory School, and such Professors or Heads of Departments as the Trustees may, from time to time, deem it proper to employ.

#3. The Principal is charged with the direction and discipline of the whole institution, and is responsible only to the Board of Trustees. He shall make a daily visit, or visits to each recitation room, note the progress and behavior of the pupils, receive the reports of the Professors, and make to them such suggestions as he may deem proper, admonish delinquent pupils and prescribe all needful punishments, except that of expulsion. He has the right of nominating persons to be appointed by the Board of Trustees, to offices in the institution, and shall recommend to the Board the removal of a Professor, or expulsion of a pupil, when the good of the Academy shall seem to him to require it. He shall obey any summons of the Board to attend their meetings and answer their demands for information concerning the institution. He may communicate to the

Board in writing whatever he may, at any time, seem to him to require their attention, and shall make to them at least once in each year, a full report of the state of the institution recommending such measures as he may deem advisable. He is removable, for cause shewn by the votes of two thirds of the Trustees.

#4. The Professors and the Master of the Preparatory School, severally responsible to the Principal, and through him, to the Board of Trustees, for the faithful performance of their duties. Each of them in his own department is responsible for the preservation of good order and enforcement of the regulations, and is to choose his own method of tuition unless especially instructed by the regulations or by the Principal.

#5. If the Assistant Professors be employed they shall be severally, under the direction of the Heads of their departments, and shall have no votes in the meetings of the faculty; but they may be summoned by the Principal to attend and give advice and information at such meetings. Pupils, whose own studies will not be hindered thereby, may be employed as assistant teachers, in any department in which they are competent.

#6. The Principal, Professors and other Teachers shall receive such salaries as may be agreed upon between each of them and the Board of Trustees, and the salaries shall be payable at the close of each month or quarter, at the option of the recipient. Eight per cent, of the receipts for tuition shall be received by the Treasurer, subject to the order of the President of the Board of Trustees, repairs and current expenses. Out of the remainder, the salaries shall be paid, upon the order of the President of the Board, counter-signed by the Principal. But the receipts for

French tuition shall be exempt from the 8 per cent. deduction, and shall belong exclusively to the Professors of that department.

#7. Meeting of the Faculty shall take place every Saturday, and whenever the Principal shall think proper. At the weekly meetings, each Professor shall hand in his weekly report together with those of his assistants, all which must have been previously prepared; and matters tending to promote the welfare of the Academy shall be discussed.

ART. IV

CLASSIFICATION AND DISTRIBUTION OF TIME

#1. The pupils of the Academy shall be divided into portions called Divisions, each of which shall be designated by a letter of the alphabet. Each division shall consist of pupils who are pursuing the same set of studies and are about equally advanced in those studies, (which will generally be the case with boys of the same age), and the first letter of the alphabet shall designate the most advanced division. Each of the Divisions may be divided into two "Classes" of which the first shall consist of those who study the ancient languages, and the second shall comprise English pupils only. Each Class shall be divided into "Sections" (distinguished as 1st, 2d, and so forth), in each department of study; and a section shall be composed of boys of the same degree of aptitude and industry. Pupils may be transferred to a higher or lower section, whenever the interests of themselves or their comrades may require it.

#2. The Principal shall make such a distribution of the time among the different departments, as will give to each pupil the necessary and appropriate interval for recitation and study under each of his Instructors. The changes of the Divisions from one Instructor to another, shall

be given by the Principal, with a bell, at the proper times; and, after a sufficient time for the changes to be made, a second signal shall be given, and the instruction resumed.

#3. To ensure silence and good order during the changes, the Principal shall appoint a trustworthy pupil as 'Marcher' of each Section. The March shall see that each member of his section quietly and promptly takes and keeps his place in the ranks, and no unnecessary noise or bustle is created. Immediately on entering the classroom, he shall report to the Instructor every breach of good order in his Section, and the author of it, and the names of all those who are absent or dilatory. The members of each Section are bound to obey their Marcher; and he is punishable for every disorder during the change which he does not report and endeavour to prevent.

#4. In leaving one recitation room to proceed to another, each pupil must carry with him every book or implement which he may need to use before his return, so that there may be no occasion to go from one room to another at irregular times. No pupil shall pass from room to room without special permission from the Instructor he may be attending, which permission shall be granted only for an urgent reason fully assigned to him. When a pupil is thus permitted to visit another room, he shall immediately on entering the latter, state his business to the Instructor who resides there, and receive his permission before he proceeds.

#5. In all necessary movement about the rooms, passages and staircase, the boys are required to tread lightly, and are forbidden to speak to or call the attention of any other boy in passing.

#6. The hours of opening and closing the school, and of attendance

upon the several Professors, and the interval of intermission, shall be prescribed by the Principal, according to circumstances; provided that the school hours shall not be less than 6 hours per day, on 5 days each week, excepting vacations.

#7. The regular vacations shall be as follows, viz:- 1 week at Christmas, or at the end of the 1st quarter; 1 week in the beginning of April, or at the end of the 2d quarter; and about six weeks in midsummer, or from the 15th of August to the 1st of October.

ART . V

MERIT ROLLS---SYSTEM OF DISCIPLINE

#1. Every teacher shall take notes of the recitation and misconduct of each pupil while under his instruction, to be embodied in his weekly report to the Principal. Such notes shall be made at the instant of the recitation or misconduct.

#2. In the scale of merit in scholarship, the number 12 shall designate a perfectly faultless recitation; 11, an excellent one; 9 and 10, good in different degrees; 7 and 8, indifferent; 5 and 6, bad; below 5, so bad as to shew that the pupil has neglected his lesson; 0 denotes total deficiency. Whenever the recitation mark is less than 5, the pupil shall also receive a mark of misconduct, which shall be increased by 1, every time the neglect of a lesson is repeated in the same week. At the end of the week, the daily marks of each pupil shall be added together, and their sum divided by the number of times he has recited in that week. The quotient will express the average value of his daily recitation in one department.

#3. Misdemeanors shall be divided into 5 classes, to be herein after

specified. Offences of the first grade shall be marked 1; of the second, 2; of the third, 4; of the fourth, 6; and of the fifth, 8; and for every repetition of the same offence in the same day, the above marks shall be increased in a geometrical progression having 2 for its ratio. Thus a delinquency which is marked 4 at first, shall be rated at 8 the second time, 16 the third, and so on.

#4. The marks for recitation and misconduct shall be recorded, every week, in a book kept for that purpose. At the end of each month, the weekly totals of each pupil shall be diminished by the sum of his misconduct marks during the same time. The remainder, divided by the number of times he recited, will give the daily average of his general merit, in scholarship and conduct in one department.

#5. Each Teacher shall also record every instance of absence or lateness; and in every case, the pupil will be required to bring to the Principal a written excuse from his father or guardian, or, in their absence, from his mother. It will not be sufficient that the absence or lateness was permitted, but the excuse must state that it was necessary.

#6. All instances of unexcused lateness or absence will be recorded and charged as delinquencies; lateness being ranked in the first and absence in the third class.

#7. Every month the boys in each section shall be ranked in order of their 'general merit'; he who has the highest daily average after deducting his misconduct marks as prescribed, shall be 1st; the next highest, 2d; and so on. This class standing shall continue until the new arrangement of the following month.

#8. As early as practicable in each month, a report shall be trans-

mitted to the parent or guardian of each pupil, which report is to be signed by the parent, &c. and returned within one week. In case of its not being returned so signed, and in proper time, it will be presumed that the pupil has not delivered it, and he will be charged with an offence of the 5th class, and punished. For a second similar offence he shall be suspended, and for third, expelled.

(Note.- These penalties do not apply to pupils whose parents reside at a distance from Norfolk.)

#9. The monthly report shall contain the daily average in each department, not only for that month, but the preceding; his class standing in each department for the same two months; the amount of his marks for demerit; and such remarks as the Principal may deem necessary and proper.

(Note.- The friends of each pupil are thus furnished, at short intervals, with a complete history of his doings, and a view of his relative progress or falling off, compiled in a manner scarcely liable to material errors, either through mistake or partiality. These reports are intended to bring the parents and teachers into direct relation with each other, as joint laborers for the pupils welfare; and to parents who have a just view of their duty toward their children, are powerful and welcome aids in the discharge of that duty. But, to those who believe that the payment of a small sum of money to a teacher has acquitted them of all responsibility for their children's mental culture, and thrown the accountability upon the teacher, the reports, and indeed, all other means of discipline, are of small value. To do much good to the child, the parent must faithfully co-operate with the teacher; exercising out of school, a constant control and supervision as the latter exerts within it; and dispensing reward and punishment also, for what has been done in school according to

the indications in the reports. The reports are not to be considered either as rewards or punishments, but simply as a means of exact information, for the parents' guidance. It is not to be inferred, because a boy brings home a worse report than has formerly been made of him at other schools, that he is not doing as well as he was then. Considering the care taken to obtain mathematical accuracy in these reports, the fair presumption is, that his merits are now, for the first time, correctly stated.

The Principal will not confine his jurisdiction to the school hours, merely; but will hold himself authorized to notice any misconduct of a pupil which may come to his knowledge.)

#10. The punishments will comprise all those in use in other schools (not excepting corporeal,) together with suspension for a limited time, and expulsion. In cases of suspension, the parent is expected to confine the offender to his room, and to oblige him to learn the daily lessons of his classes, which will be regularly prescribed; and no pupil will be re-admitted after suspension till he can pass a satisfactory examination upon the lessons learned during his absence.

#11. Expulsion will be inflicted only by the consent of the Board of Trustees; but all the other punishments are to be administered at the discretion of the Principal. Whenever a boy, either for one of the higher misdemeanors, or for repetition of a lower one during the same recitation, shall be marked with (4) the third degree of demerit, he shall be sent by the teacher to the Principal, and shall report to him, truly, the reason of his being so sent. The Principal shall, either immediately, or after further inquiry and consideration, prescribe the appropriate punishment. He shall, also, upon inspection of the marks of the Teacher, admonish or

punish any boy whose case seems to him to require it.

#12. In the dispensation of punishments, the Principal is to be guided entirely by his judgement as to what will produce the greatest good. He is to consider the peculiar traits of each individual's character, and to endeavor to adapt his treatment to each variety of mental and moral constitution. He is not, from fear of the imputation of partiality, to inflict a punishment on one boy, merely because he has applied it to another boy for the same offence; for that is the most injurious kind of partiality; but is to admonish the one and punish the other, according as he thinks judges the one or the other mode to be the most likely to work a reformation in each particular case.

#13. The Professors and Teachers are required to note each offense, by means of the prescribed number. They are to report the fact, as it exists, and, of course, may correct or modify their marks whenever they find themselves to have been mistaken in a matter of fact. But, the fact being established, they are not at liberty to accept excuses, or to refrain from reporting. The power of hearing appeals and of excusing faults, lies in the Principal alone; and all appeals and excuses must be made to him in writing, and not otherwise.

#14. The weekly reports of the Teachers will be read to the several sections every Monday morning, and the pupils who may have appeals or excuses to offer will hand them to the Principal on Monday and Tuesday. If any statement of a pupil conflict with that of a Teacher, the latter, as a disinterested person, will be believed; and boy who may be found to have misstated facts, or given them a false coloring, in order to excuse himself, shall be dealt with for falsehood.

#15. The Principal may, according to his judgement, assign any particular misdemeanor to a higher or lower class than that in which it was placed by the Teacher reporting it.

#16. The Principal shall consider himself as standing in place of the parent to the pupils, while under his jurisdiction, and will, with parental solicitude, use all mean in his power, from affectionate exhortation to the highest punishment, to lead and confirm them in the habits of thinking and acting correctly. He will, also, confer freely and often with the parents of pupils whose cases require it, and urge them to join him in exertions for their children's good. For any neglect of his duties, and for any capricious and undue exercise of his powers, he is responsible to the Board of Trustees.

#17. Whatever is contrary to perfect silence, decorum, and industry and whatever impedes the design for which schools are instituted, is forbidden in the Academy, and is fit cause of punishment. In most cases, all boys, small as well as large are able to judge between right and wrong in these respects, and to know that a thing quite innocent itself, may be wrong in a school, because it is there out of place, and incompatible with the objects of a school; and all will be held responsible accordingly. A difference, however, will be made in this respect, viz: that a small boy will not be made accountable for faults arising merely from lack of judgement; whilst the larger boys will incur censure, not only for acts which they know to be wrong, but also for those which they might know to be wrong, or productive of disturbance. In other words, the elder boys are held bound to reflect before acting.

#18. Besides the general rule contained in the preceding paragraph,

the following specific rules are laid down, to illustrate the classification of offences prescribed in #3 of this Article.

Class I. Includes idling; speaking to another boy without permission; speaking above a whisper; speaking about anything but the subject at hand; laughing; walking heavily when allowed to leave the seat; lolling, or sitting in an unbecoming position; and, in general, whatever is calculated to waste time, to divert the attention of others or to violate the rules of propriety or good breeding.

Class II. Leaving the seat without permission; tearing or defacing one's own books; staying out too long; scratching or writing upon, or in any way defacing the buildings, desks and other furniture; all wilful attempts to create laughter or other disturbance; noise in the Academy during recreation hours; neglecting to carry to another room, at class changes, any book or implement that may be needed there; delay in changing rooms at the signal; spitting upon floors; &c.

Class III. Leaving the room without permission; loud noise or scuffling in the recitation rooms or entries; abusive language or epithets to other boys; disobedience of a teacher's orders; cutting or otherwise wantonly damaging the trees, fences or buildings; abusive or ungentlemanly language, whether spoken or written; quarrelling; truancy; bringing to school, or reading there, any book other than the class books in use; smoking on the Academy lot; throwing stones or dangerous missiles; leaving the lot, without permission; &c.

Class IV. Flasehood; fighting; injuring books or any other property belonging to others; taking from another's desk without due authority, any thing, even a scrap of paper; open refusal to obey a teacher; privately

spoken disrespectful language concerning a teacher; encouraging others to resist discipline; nuisance committed about the lot; &c.

Class V. Profanity; open defiance or contempt of discipline; insolence to a teacher; obstinate persistence in neglect of duty; and all violent language and gross misconduct.

#19. The omission of any particular offence against obvious propriety in the preceding paragraph, will not screen him who commits it from due punishment. The Principal, will from time to time, specify such requirements and prohibitions as he may deem necessary, assigning each to its appropriate class in the penal list.

ART. VI

COURSE OF STUDY

#1. The general course of studies prescribed by the Board of Trustees, according to Art. III. #1., comprises the Ancient Languages, the French Language, a full course of pure and mixed Mathematics, a course of Chemistry and Natural Philosophy, a course of Rhetoric, Ethics and the principles of the Constitution of the United States, and course of ordinary English studies, including Reading, Writing, Arithmetic, Grammar, Geography, and History. These branches are to be taught to nearly or quite the same extent as in most colleges, and sufficiently far to supply the place of a college education, for almost any profession.

#2. As soon as the classification of the pupils can be reduced to the necessary degree of order, the above studies shall be divided into annual courses, and each class shall take all the courses in succession. In the meantime, as all the subjects cannot be taught at once, The Principal is authorized to suspend one branch for the purpose of taking up

another, as his judgement may dictate.

#3. When the Parent or Guardian, on entering the pupil, does not point out the branches which the latter is to study, the Principal will prescribe such as he deems suitable. But the parent or guardian may select, among the studies actually in progress, those which his son or ward is to pursue, provided that the latter has been found, upon examination, to be qualified therefor. Nevertheless, the pupil will not be permitted, even with the consent of his parent or guardian, to lay aside a study already commenced, or to take up a new one, unless with the full concurrence of the Principal. This concurrence can only be obtained when, after a conference with the Parent or Guardian, the Principal is satisfied of the soundness of the reasons alleged for the change, and when such change does not interfere with the regularity and order, which must be observed in this institution.

ART. VII

UNIFORM

#1. The utility of a uniform, as an aid to discipline, has been fully tested. By designating the wearer as a pupil of this Academy, it increases the chances of his detection in irregularities, excites in him a pride in his school and in his personal character, and often deters him from misconduct of which he might be guilty, when out of the sight of his parents and instructors. The wearing of the uniform by every pupil of the Academy, will therefore be rigidly enforced. To this no reasonable objection can be offered, since the dress prescribed, while it is neat and becoming, costs no more than the ordinary dress of boys of the same age.

#2. The winter uniform shall consist of a jacket, pants and forage cap of blue cloth, the visor of the cap being of glazed leather. The jacket (or roundabout) to be single breasted, with a standing collar fitting the neck closely, to be cut slightly pointed at the lower edge on the back and front, and to reach as low as the hip bone. It is to have three rows of buttons in front, viz: one straight row in the centre, to button the jacket with, and a curved row on each breast. The buttons of the straight central row to be $1\frac{1}{8}$ inch apart, from edge to edge; and each of the breast rows to contain the same number of buttons as the central row; also there is to be one button on each side of the collar, so placed as to form a continuation of the curved row. The sleeve is to be slashed at the wrist, on the outside, (corresponding with the back of the hand), and the slash is to be buttoned with three buttons of the same kind and size with the rest. The buttons to be gilt, convex, and ornamented with a stamped representation of the Academy. Of these there are two sizes; the larger to be worn by boys of $4\frac{1}{2}$ feet 9 inches height and upwards; the smaller by all boys under that height. No pocket or pocket flap will be allowed upon the outside of the jacket.

#3. The boys belonging to the Military Corps, in addition to the above, will observe the following. On all dress duty the coat is to be accurately buttoned to the throat, and the collar hooked, hooks and eyes being placed upon it for the purpose. The cap is to have a band of gold lace or tinsel, $1\frac{1}{8}$ inch wide, which may be removed when off duty; white gloves are also to be worn. The cartridge box and bayonet sheath to be attached to cross belts of white cotton webbing, and confined by a waist belt of the same, fastened in front by a breast plate, ornamented with an

embossed spread eagle. The swords of the officers to be hung from a white cotton or linen waist belt with a frog of the same; the plate in front being like that of the privates.

#4. The rank of the officers shall be designated by chevrons of gold Army sewed upon blue cloth, and worn upon the right arm. The chevrons of the non-commissioned officers shall be worn below the elbow, and point towards the hand; those of commissioned officers, above the elbow, and point to the shoulder. A corporal shall wear a single chevron; a sergeant and a lieutenant, a double chevron; a captain and an orderly sergeant, a triple chevron. A sergeant major and a quarter master's sergeant, shall wear the chevron of an orderly sergeant, besides which, the former shall wear upon the left arm a double bar sinister, or left hand half of a sergeant's chevrons, and the latter a single bar sinister, or left hand half of a corporal's chevron. The adjutant and quarter master shall wear the chevrons of their respective ranks in line; and the former shall wear upon the left arm the right hand half and the-----"

(Note: Unfortunately the last page of these regulations published in 1844 is missing.)

It has been pointed out that the reason the Academy became military at this time was because of imminent war with Mexico. It is a question whether the Board of Trustees selected a West Pointer as Principal in order to establish the military academy or whether, after he was appointed Hopkins persuaded the Board to make it military. The school was a real success during this period of its history and many of its students fought valiantly in the War Between the States.

In quoting records of the examinations given in 1848 the Lower

Norfolk County Virginia Antiquary contains the following information:

Examinations in 1848.

"It has given us great pleasure to hear of the success which has attended the examinations at Norfolk Academy, during the last week. That a community usually alive to their own interests, and ready to appreciate real merit, should have heretofore manifested such indifference to the welfare of their only public institution, is a matter of surprise and regret. But we hail this evidence of their approbation as a harbinger of better things to the good people of this city. Prevented ourselves from witnessing the performances on the several days, we can only lay before our readers the testimony of others who were present, and which unanimously accord to the pupils attainments of a high character in the several branches, alike creditable to themselves and the institution. But not the least gratifying result was the interest excited in the friends of education, as shown by their attendance. On Thursday evening a large and intelligent audience assembled in the hall to witness the exercises in declamation, which were conducted with a spirit and ability worthy of high commendation. The examination in chemistry, which preceded these exercises, is also deserving of notice, as evincing great proficiency in a branch of science which is of the first importance, yet seldom pursued to any extent in our schools. The few who were examined on the same evening in mathematics, exhibited creditable efficiency. On Friday evening the hall was again crowded, to witness the presentation of prizes awarded by the several committees appointed for the purpose. We have time to allude to the appropriate and beautiful called forth by the occasion. Coming from gentlemen who had attended the various examinations,

they were highly complementary both to professors and pupils. The Rev. Mr. Anderson made the opening remarks, followed by the President of the Board with the presentation and addresses by the Rev. Mr. Cummins and Tazewell Taylor, Esq. The exercises of the evening were closed by Professor Strange, in expressing the gratitude of the teachers to the public for the interest taken in their efforts, and calling upon them to test by the most rigid examinations, the merits of the institution, and, if found worthy, to give it their support. The prizes in the Senior department consisted of valuable Standard works, and in the Junior of Gold, Silver and other medals. They were distributed to the following students, but justice at the same time requires us to state that many to whom honors were not awarded were highly meritorious, and deserving, and the committee in bestowing the prizes were called upon to exercise a nice and delicate discrimination:

Senior Department

Proficiency in Studies Generally

First Prize --	Crawford H. Toy
Second Prize --	Samuel Lee Kyle and Robert W. Santos

Declamation

First Prize --	George H. Hardy
Second Prize --	Francis West
Third Prize --	Thomas G. Smith
Fourth Prize --	Algernon S. Rogers
Essay --	Thomas Crowder
Penmanship --	Robert Kyle
Studies --	Wm. W. Chamberlaine

Math -- Richard Taylor

Latin -- Richard C. Taylor

Junior Department Studies

First Prize -- Francis W. Smith

Second Prize -- William B. Seldon

Writing -- George W. Dey

General Merit -- Walter Taylor

Arithmetic -- Robert Reid."¹

The "Southern Argus" of Norfolk carried the following account of the Academy on Monday, February 21, 1848: "We have been intending for some time, to lay before our readers a brief sketch of the character of this now flourishing Institution. We are desirous of calling the attention of the surrounding country to it, because we consider it eminently entitled to patronage and support. We are acquainted with many excellent parents who prefer keeping their sons in comparative ignorance, deeming it a wiser alternative than sending them to the public institutions of the country where they run the risk of contracting such morals and habits of extravagance as would render them useless members of society and anything else but a pride and pleasure to their family. These feelings we have always respected, and consider, of the two alternatives ignorance in the higher attainments of learning is vastly preferable to vice. But no such apprehension need be entertained in sending a son to our institution in this city, where he would be surrounded by such moral and religious influences that he would find no flowers strewed in the path of dissipation, and little inducement to teach it unless from an innate and uncontrollable love to pursue the intricacies of its serpentine way.

1. Lower Norfolk County Virginia Antiquary. Vol. III - pp 130-36

"It is proper to remark that there is no Sectarian preponderance controlling the institution, but that each scholar is permitted to attend such church as may be most agreeable to his parent or guardian. Blessed with a degree of health far exceeding that of most cities in the Union, the situation presents every advantage and every facility for almost daily communication with a large region of neighboring country, which renders it highly convenient to both parent and child. It is at present under the immediate management of the following faculty:

Jno. D. Strange, Graduate of the Virginia Military Institute.
Professor of Mathematics and Military Science.

Richard B. Tschudi, A.M. Graduate of Pennsylvania University,
Professor of Ancient Languages.

George Sheffield, Graduate of Yale College, Professor of English.

H. Magnin, A.M. Graduate of the University of Paris, Professor
of Modern Languages.

Three of the above gentlemen have been connected with the institution since its re-organization, in 1843, and are not only proficient in the several branches which they profess to teach, but are gentlemen of high literary attainments, elevated principles, and great moral worth of character. Within the extended range of our acquaintance, we know none who are better qualified to impart useful learning, and also to instill correct moral sentiments into the minds of those who are committed to their charge. In this institution are taught, as thoroughly and extensively as in any college, all branches necessary to the attainment of an English, mathematical and classical education. Being furnished with suitable apparatus, the natural sciences are pursued to the same extent

as in most colleges. A young man may here obtain a thorough practical knowledge and scientific education, so as to be qualified for any station in life. There being two Departments, pupils of any age over 8 years may be admitted, provided they have learned the elementary branches of English. Besides the ordinary branches taught at Colleges generally, this Institution presents the educational additional advantage of military education to all who may desire to avail themselves of it; and this is given free of charge, and without interfering with the scholastic exercises. The instructor in this department being a graduate of our Military Institute at Lexington, where the course is the same as that pursued at the West Point Academy, and the State having furnished all necessary arms and accoutrements, there is no reason why a pupil of this Institution should not become thoroughly acquainted with this important science. The managers of the institution, avoid as far as possible, corporeal punishment, the experience of years having demonstrated that the generality of pupils may be much better governed by a system which tends to inculcate moral sentiments, and gentlemanly principles. Such a system has such an elevating effect on the minds of youth, that they soon love to do right from the love of it, instead of being forced to it, by a brutish fear. Whenever it may be deemed necessary to resort to corporeal punishment, it is not inflicted, for very obvious reasons, until after school hours. Monthly reports of progress, conduct etc. are sent to the parents or guardians of the pupils; and any person living at a distance who may send his son will find it a great advantage, to write to the Professors, placing him under their special care, both while in and out of school. Public examinations to test the progress of the

of the pupils in the various branches are held semi-annually. Present number of pupils - 85. The academic session is divided into quarters of twelve weeks each, commencing on 1st September of each year; but pupils may enter at any time.

Terms - Payments to be made quarterly in advance.

Senior department, per quarter	\$12.50
Junior department, "	7.50
French " "	4.50

In the Junior department pupils study the lower branches of English, and the first principles of Algebra, and commence Latin. They are then transferred to the Senior Department, where all branches are taught to the same extent as in College -- and Mathematics much more so than in most. Good board may be had in the city at the rate of \$130. a year without any additional extra charge. We there fore conclude by again commending this most excellent institution to the patronage of the surrounding country."¹

The foregoing newspaper article, which assumes the aspect of a paid advertisement, sums up the school of this era very well. It has been pointed out that the school became military due to the influence of the Mexican War. The extent of the curriculum, reaching into the field of college subjects, is ambitious to say the least. The attitude toward corporeal punishment is interesting in that it would be the uncommon attitude of the day.

1. The Lower Norfolk County Virginia Antiquary, Vol. IV, pp. 30.

John Gamble as Principal.

Strange followed Hopkins as Principal and he continued in this capacity until about 1855, when John S. Gamble was elected to that position. The "House Journal and Documents", Doc. #4, for 1846-1847, states: "Natural philosophy and chemistry are taught from books and by lectures illustrated by experiments--Mathematics upon the principles pursued at the military academy at West Point--Latin and Greek upon the most approved modern methods-- and no pupil can go through a course of French as taught at the Academy without being able to speak French fluently--all the professorships are filled by men zealous in the discharge of their duties-- military tactics are taught."

The Norfolk Argus of October 22, 1853, sums up the prosperity of this period which was so clearly reflected in the Academy: "Norfolk seemed to awaken as from a long sleep under the influence of the new trade." Unfortunately, the city still seemed to be the step-daughter of the state, and with customary disregard for this great sea-port, very little preparation was made to protect Virginia's commerce in the horrible conflict to come.

Yellow Fever.

One episode marred this otherwise prosperous period in the history of the Academy. In 1855, yellow fever swept through the city. This was the year always referred to as the "year of the great pestilence". The Academy was probably not in session when it started, in August, and undoubtedly the school year was postponed until the epidemic had subsided. The number of promising students that the fever swept in its wake, can be imagined. In the belief that the fever would not pass north of Main

Street, the post office was moved to the Academy building. The scourge raged until late in October, and undoubtedly the boys and masters who survived were those who had been able to flee the city early.

William R. Galt.

William R. Galt succeeded Principal Gamble. According to his Grandson, Galt was able to rent the Academy property and run the school as a private venture, a very successful venture until hostilities started. The mixed emotions of Principal Galt can be imagined as he saw his school swept up in the maelstrom of union and disunion. The older boys left to join the Norfolk Light Artillery Blues, the Norfolk Junior Volunteers, the Independent Grays or the Woodis Rifles. Many boys and alumni were lost on the field of battle and many others distinguished themselves, rising to high rank in the Confederate Army. In 1862, the city fell to the Union forces and all normal activity was suspended. The Academy building on Bank and Charlotte Streets was taken over as a hospital by the United States authorities. The hospital was known as Camp Naglee and Delemater Hospital.

Throughout the period of the war, the Academy was inactive. It was not until the end of hostilities that its doors were re-opened to receive pupils once again. Although it was one of the first institutions to assume a degree of normalcy, such was not in keeping with the era of the carpet-bagger, the scalawag, and all the disrupting evils of reconstruction.

Thus, from 1728 to 1865, this rather unique educational institution was able to carry on despite fire, plague, war and depression. From

1865 to the present time, the struggle has continued. With a change of locale in 1924, it became a country day school and as such it prospers today.

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CHRONOLOGICAL EVENTS
RELATING TO
THE HISTORY OF NORFOLK ACADEMY

1508--1512	Collet's School established in England.
1607	Colonization of Virginia
1621 -	"East Indy School" chartered.
1634	Sym's School established.
1643	Earliest use of the reference, Academy, by Milton.
1646	Eaton's School established.
1671	Governor Berkeley's statement concerning the state of education in Virginia.
1727	The College of William and Mary Statutes.
1728	An Indenture to establish a public school in Norfolk.
1731	Authority for a school in Norfolk granted.
1736	First reference to the appointment of a Master.
1743	Benjamin Franklin proposes an Academy in Philadelphia.
1749	Franklin's Academy started.
1751	Reference to a public well on the school-house land.
1752	Act of Incorporation of the Borough of Norfolk.
1756	Richard Collhyon examined as a teacher.
1761	Mr. Buchan appointed as the Master.
1762	A Committee is appointed to select a new teacher.
1763	Robert Fry selected as School master.
1766	Son's of Liberty formed in Norfolk.
1776	Norfolk and Academy Building burned by Dunmore's men.

- 1785 Free School rebuilt.
- 1786 Reverend Walker Maury appointed as Master.
- 1787 First published regulations of "Norfolk Accademy".
- 1787 Examining Committee established.
- 1788 Obituary of Reverend Walker Maury.
- 1789 Revisions of the regulations.
- 1791 Repairs made to the "Accademy".
- 1792 Reverend James Whitehead made Headmaster.
- 1795 Published advertisement for a teacher.
- 1796 La Rochefoucault visits Norfolk and comments on school.
- 1796 Whitehead's resignation requested.
- 1800 Academy land leased for a church.
- 1802 Maguire and Beraule join Reverend Whitehead.
- 1804 Norfolk Academy incorporated.
- 1804 School moved by Whitehead to Briggs Point.
- 1806 Land on Bank and Charlotte Streets purchased.
- 1813 Robert Edmonds replaces Maguire.
- 1810 Literary Fund established.
- 1814 Dr. Augustine Slaughter establishes a scholarship fund.
- 1816 Newspaper account of the Academy examinations.
- 1817 David Duncan replaces Robert Edmonds.
- 1818 Thomas Caldwell becomes Headmaster.
- 1820 Henry Robinson replaces Caldwell.
- 1821 Literary Fund extended to Academies.
- 1835 Trustees apply for Literary Fund aid.

- 1835 John P. Scott becomes Headmaster.
- 1840 Laying of the cornerstone of the building on Bank and Charlotte.
- 1841 The school occupies its new quarters.
- 1843 W.F. Hopkins becomes Headmaster.
- 1844 Published rules and regulations.
- 1845 John B. Strange replaces Hopkins as Headmaster.
- 1848 Account of the examinations.
- 1855 The yellow fever epidemic in Norfolk.
- 1862 Norfolk falls to the Union Army and the Academy closes.

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